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ABSTRACT

Designed for use with fourth and fifth grade combination classes, this student worktext combines concepts and content from both California and U. S. history courses. Material is arranged into the following seven chapters: Discovery and Exploration; Colonizing a New Land; A New Nation and New Californians; Westward Expansion; Civil War, Reconstruction, and Industrial Growth; a New Century (1900-1950); and Modern Problems. Each chapter includes a student reading that places historical developments in California within the context of national development, reading comprehension questions, and a variety of chart, graph, map, and supplemental activities. Drawings and maps illustrate each chapter. An appendix contains the Preamble to the Constitution, the Bill of Rights, a list of California governors, and a list of U. S. presidents and vice-presidents. (LP)

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OUR STATE AND OUR NATION

A History of
California and the United States

Fourth-Fifth Grade

Social Studies

SO 015 723

RIALTO UNIFIED SCHOOL DISTRICT

1983

ACKNOWLEDGEMENTS

The District would like to express its appreciation to the teachers and other personnel who developed and wrote this curriculum. Their resourcefulness, creativity, cooperation, and unfailing sense of humor contributed immeasurably to this program.

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TO THE TEACHER:

This student worktext for Social Studies has been prepared for use with the 4th-5th grade combination classes. The committee has attempted to incorporate the most important concepts from each of these two grade levels. We hope that we have captured the richness of both California and United States history without setting an overwhelming task for student or teacher.

This text is not intended to be comprehensive but to serve as a guide for the teacher. Included in this teacher's edition are extending activities and lists of resource materials which should prove helpful in enriching the study.

Each chapter was organized around a set of focusing questions. These were helpful to the committee as they moved through the dual strands of chronology. The questions are included in the teacher's edition pages at the beginning of each chapter.

We wish you success in your use of this material, and we hope that you will share with us and with other colleagues additional materials that make this study a rewarding one for teachers and students.

The 4th-5th Combination Grade Committee,

Diana Fletcher, Bemis
Kay Ivy, Preston
Susan Kennedy, Trapp
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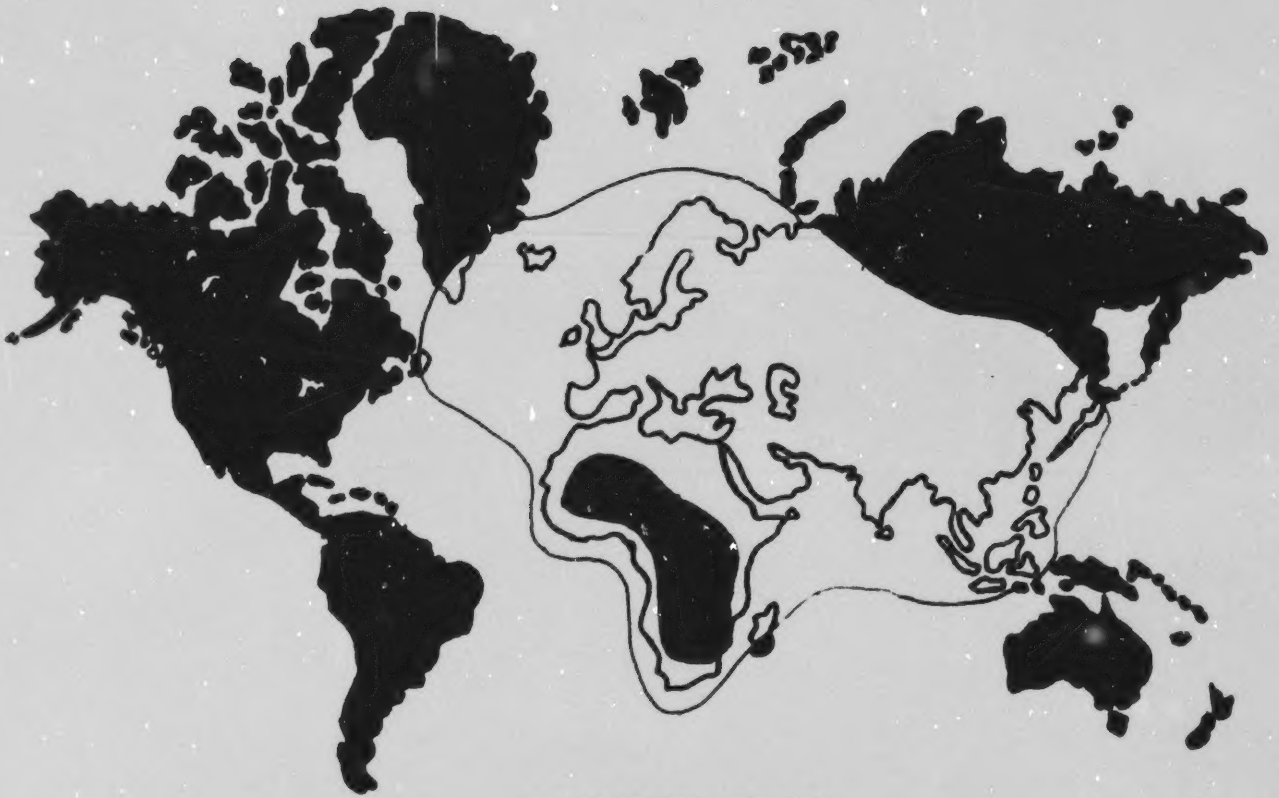
CHAPTER I

DISCOVERY AND EXPLORATION - 1450-1600

Before the time of Columbus and other famous explorers, nothing was known of the lands we now call "the Americas," or the place we call California. Europe and parts of Asia were thought to be "The World."

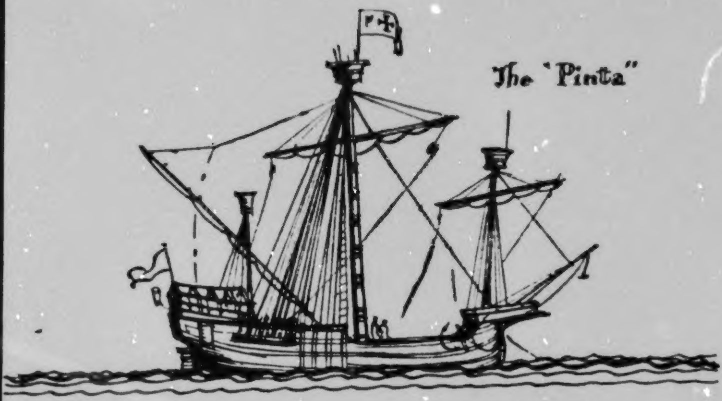


KNOWN WORLD IN 1492

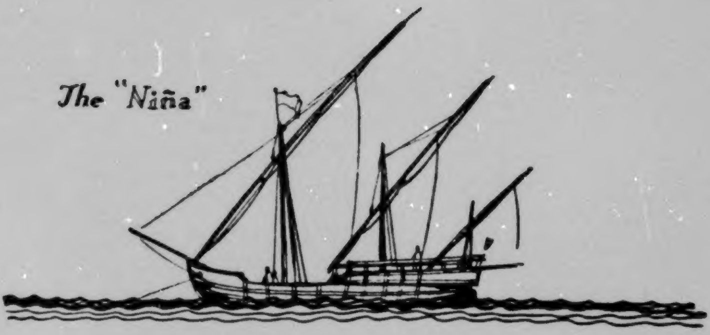
For many years Europe had been trading with China and other Asian countries. From these countries Europe was able to get gold, silver, valuable jewels, silk, and spices. The route to China was not easy. It was very long, and traveling was difficult because there were large bodies of water and high mountain ranges along the way. When some of the people along the route began attacking the traders, traveling this land route became even more dangerous.

The people in Europe began looking to the sea for a new route to China. Some countries sent ships down along the coast of Africa, hoping to be able to sail around Africa to get to Asia. Christopher Columbus had a different idea. He was sure that the world was round, so he decided to sail west until he reached China.

Other explorers had crossed the Atlantic before Columbus, but their journeys were not known. Communication was not easy as it is today. The printing press was not invented until 1448. Before that there was no way to read about events that were happening. Other inventions helped make Columbus willing to sail into unknown waters. One was the compass, which helped sailors stay on course even when they couldn't see the stars. Another invention was the carrack. This was a ship that combined the large square sail and the small triangular sail from two other kinds of ships. This made a ship that was both fast and easy to sail. Finally, gunpowder was improved around this time making it easier and safer to load guns and cannons. Sailors felt braver about their voyages with this added protection.

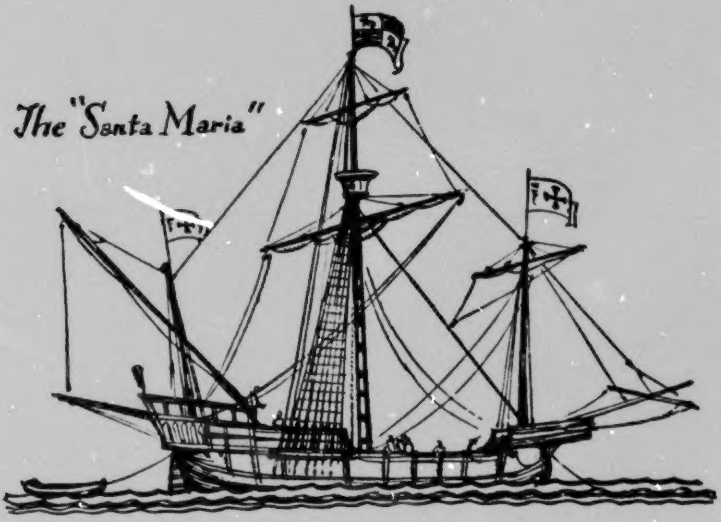


The "Pinta"



The "Niña"

Columbus was able to convince the king and queen of Spain to finance his trip. They gave him three ships: the Pinta, the Nina, and the Santa Maria. On August 3, 1492, Columbus left Spain, and on October 12 he reached an unknown land. He thought he had reached the islands off the coast of China, and he never knew that he had discovered the Americas. Because of the printing press, however, many people were able to read of his discoveries, and other explorations soon followed.



The "Santa Maria"

1. What items of trade did Europe get from China? ______________________

____

2. Why did the people in Europe want a new route to China?

3. Tell about two inventions that made sailors willing to go on a long voyage.

4. What was Columbus' big mistake?

5. Why did people learn about Columbus' voyages when they hadn't learned about other explorers before him?

One of the Spanish explorers looking for a new trade route to China was Juan Rodriguez Cabrillo. In 1542, Cabrillo sailed his two small ships, the San Salvador and the Victoria, along the west coast of what is now Baja California. He was searching for the strait or waterway that he thought would provide a shortcut from Europe to the Orient.

He sailed into a large bay, but it was not the transcontinental passage he hoped to find. He had discovered the area that is now San Diego, California.

Cabrillo claimed this area for Spain. Although he died before he could return to Spain himself, his men continued the journey. The Spanish called the new land Alta (or upper) California. They did not send settlers to this new territory for more than one hundred years, because the journey was so long.

No other explorers came to California until the Drake expedition in about 1580. Drake was an English explorer who was also searching for the strait. His ship, the Golden Hinde, was blown aground and damaged in a storm. While his men worked to repair the ship, the Drake party lived among the Indians. Drake claimed the territory where he landed for England, and called it New Albion. This area was north of San Francisco.

1. Which explorer is considered the first to discover California? ________

____

2. Why did explorers sail into bays? ________________________

____

____

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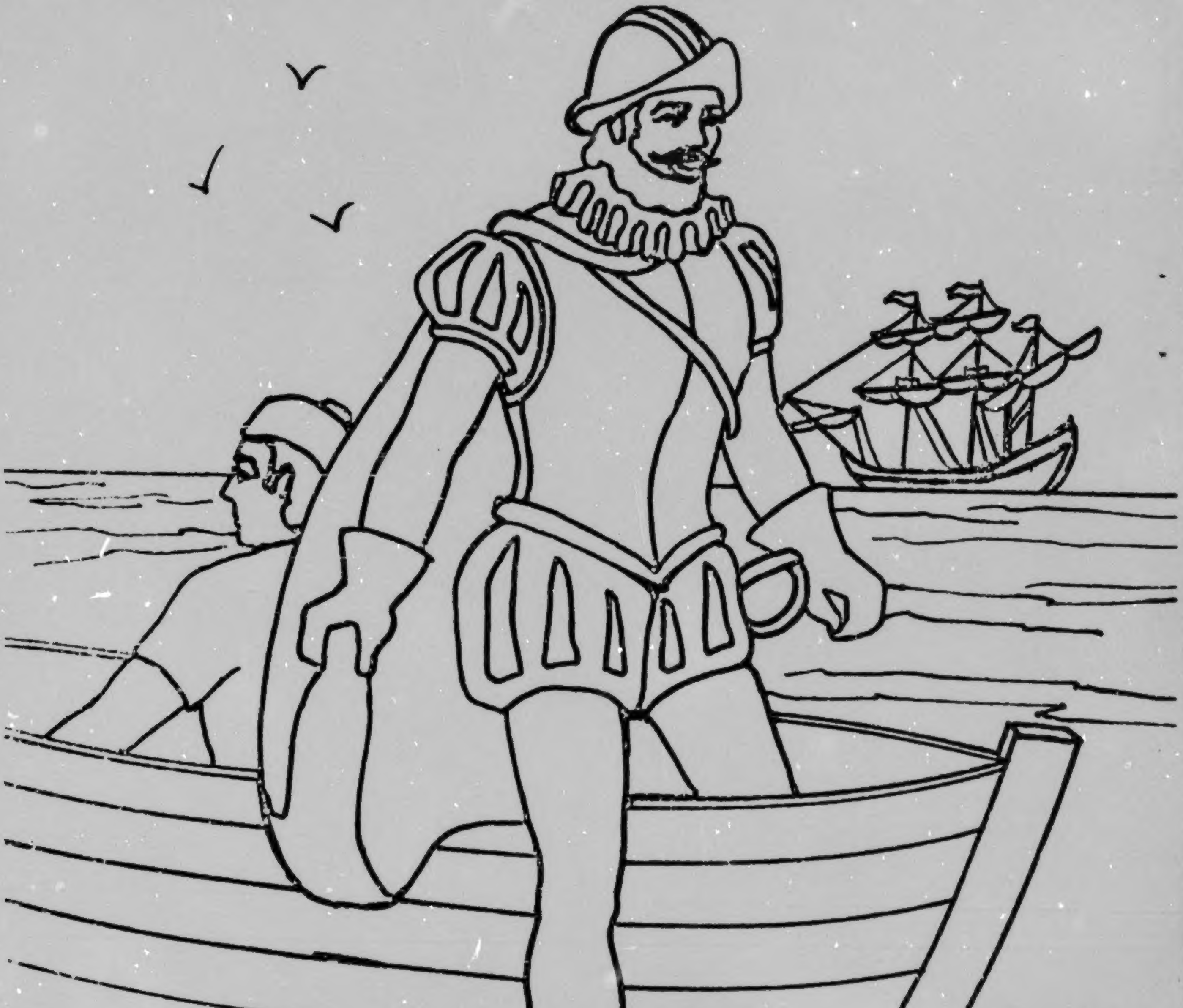

AN EARLY EXPLORER

The news spread that riches and lands could be found in the new world. Encouraged by success in finding gold and silver, rulers financed more exploration. Many countries did not succeed in enjoying the treasures brought back. Pirates sailed the high seas, and they often took home treasures originally claimed for someone else.

The explorers came from countries in Europe. These countries were ruled by kings and queens, called monarchs. The monarchs made most of the laws and decisions for everyone who lived in their countries. The people did not elect the kings. They did not help to decide what their countries would do. They did not help to make laws. How is our government different?

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The monarchs were powerful and rich, and they usually paid for exploration of new places. Why would exploring cost a lot of money? ________

____

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____

The new places which were explored belonged to the kings and queens and they made the laws for the new lands. Who would these new laws affect, and how do you think they felt about the laws? ____________________

____

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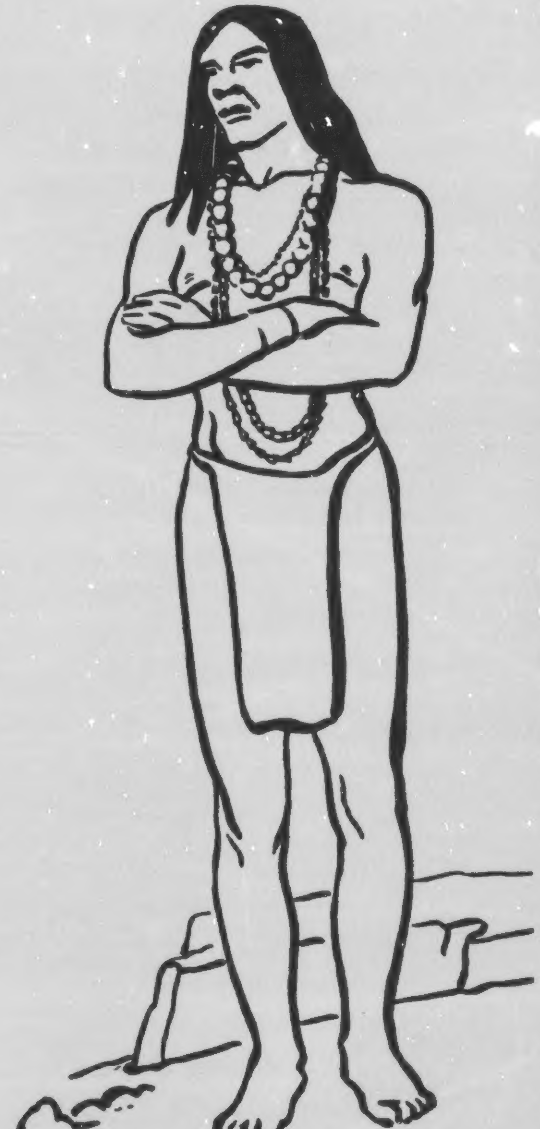
The first Californians were Indians. It's hard to tell exactly where they migrated from or the exact year they entered California, but we think they must have come from the north, across the Bering Straits to Alaska and then down the Pacific coast to California and on to South America.

There were about 130,000 Indians living in California when the first white man arrived around 1540. Because California Indians were isolated from the rest of the world, they lived a very primitive life. They had nothing to work with except their hands, soil and stone, and wild plants and animals. They lived as their ancestors had lived for several thousand years. While the Aztecs in Mexico were building beautiful stone temples, California Indians were living in crude shelters. While Europeans were sailing the seas in great ships, the California Indians were using balsa rafts and small boats.

There were about one thousand Indian villages in California. Some were very small, with only a few families. Some villages had more than two hundred people. Each village had a chief. In most villages, the job of chief was handed down from father to son. Some of the chiefs however, were women.



1. How could the Indians have crossed the Bering Straits without boats?

2. Were there women and children among the Indians?

3. How do you think we can tell today that about 130,000 Indians lived in California when the first explorers arrived?

4. Did all Indians build the same kind of shelters? Tell why they built their shelters as they did.

In this time, there were many people who did important things. Here is a list of some of their names. Find out who they were, where they came from, what they did, and when.

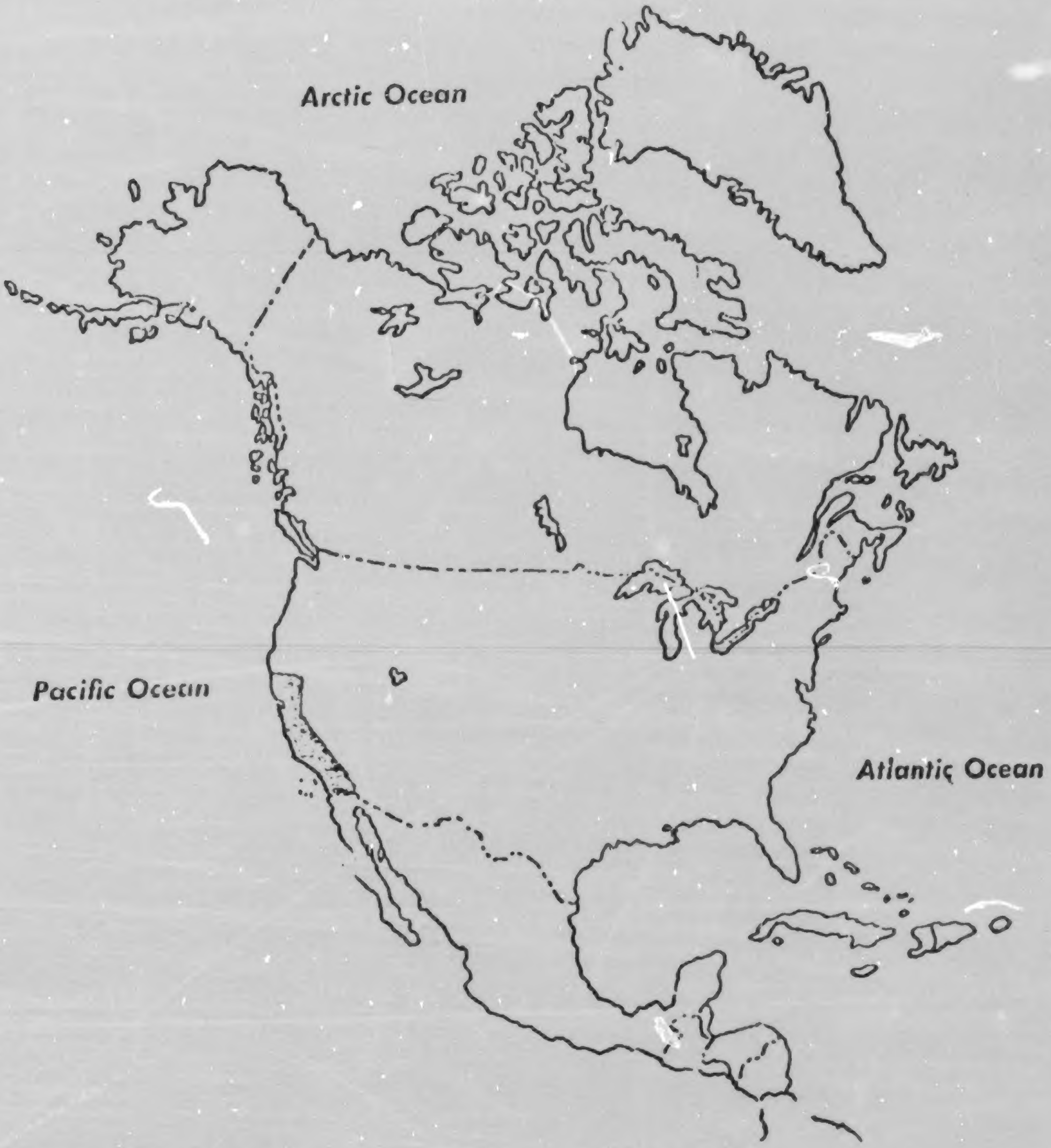
Leif Eriksson (Ericson)
Christopher Columbus
Queen Isabella and King Ferdinand
Amerigo Vespucci
John Cabot
Juan Ponce de Leon
Alvar Nunez Cabeza de Vaca
Hernando de Soto
Francisco de Coronado
Juan Rodriguez Cabrillo
Jacques Cartier
Don Juan de Onate
Sir Walter Raleigh
John White
Hernando Cortes
Francisco de Ulloa
Ferdinand Magellan
Sir Frances Drake
Sebastian Vizcaino (1602)

Make a chart showing the explorers, their countries, where they went, and when. (See example)

NAME	FROM WHAT COUNTRY	WHERE TO	WHEN
Eriksson	Norway	Greenland	

Design a poster advertising for crew members to go on a voyage of exploration. Choose any explorer you like and advertise for his crew and voyage.

Use an encyclopedia or library book to locate where each explorer landed. Mark these places on your map, with the explorer's name, and the year he arrived there.


Arctic Ocean
Pacific Ocean
Atlantic Ocean

CHAPTER II

COLONIZING A NEW LAND - 1600-1750

After the New World had been discovered and explored, many people came here to make new homes. They came for different reasons.

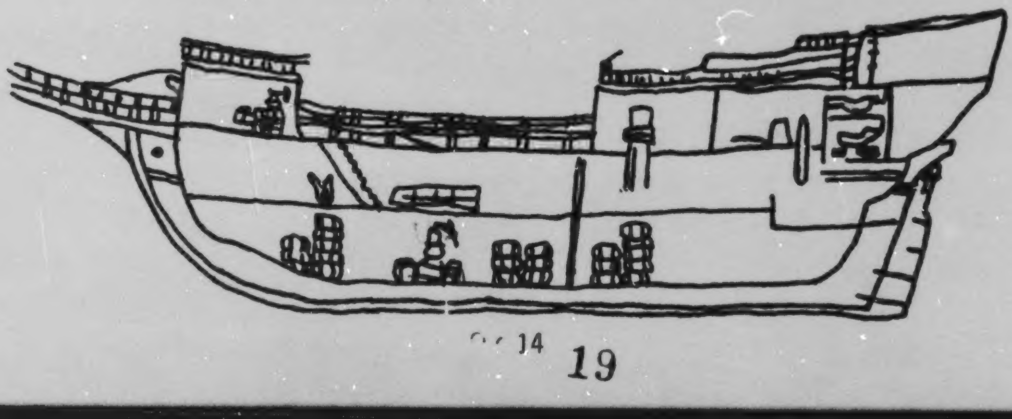
Many people settled in America because they were poor and hoped to become rich. Some came to search for gold. Others trapped animals and sold their fur in Europe. Others ran large farms, called plantations, on which they raised crops, such as cotton and tobacco. These were sold to other countries. Some of the colonists built ships which could take products from America to Europe.

Some families came because, in Europe, land was scarce and not everyone could own a home. In the New World these people were able to have their own farms, grow their own food and build their own houses.

In Europe, not everyone was free to practice his or her religion. In European countries, most of the people went to the same kind of church. Those whose religion was different were sometimes persecuted. Many were not allowed to have their own churches. Some of these people came to America to live. They thought that in the New World they would be free to worship as they pleased.

One of these groups left England in 1620 on a boat called the Mayflower. They began a colony called Plymouth Plantation in New England. Today we call this group of people Pilgrims.

MAYFLOWER

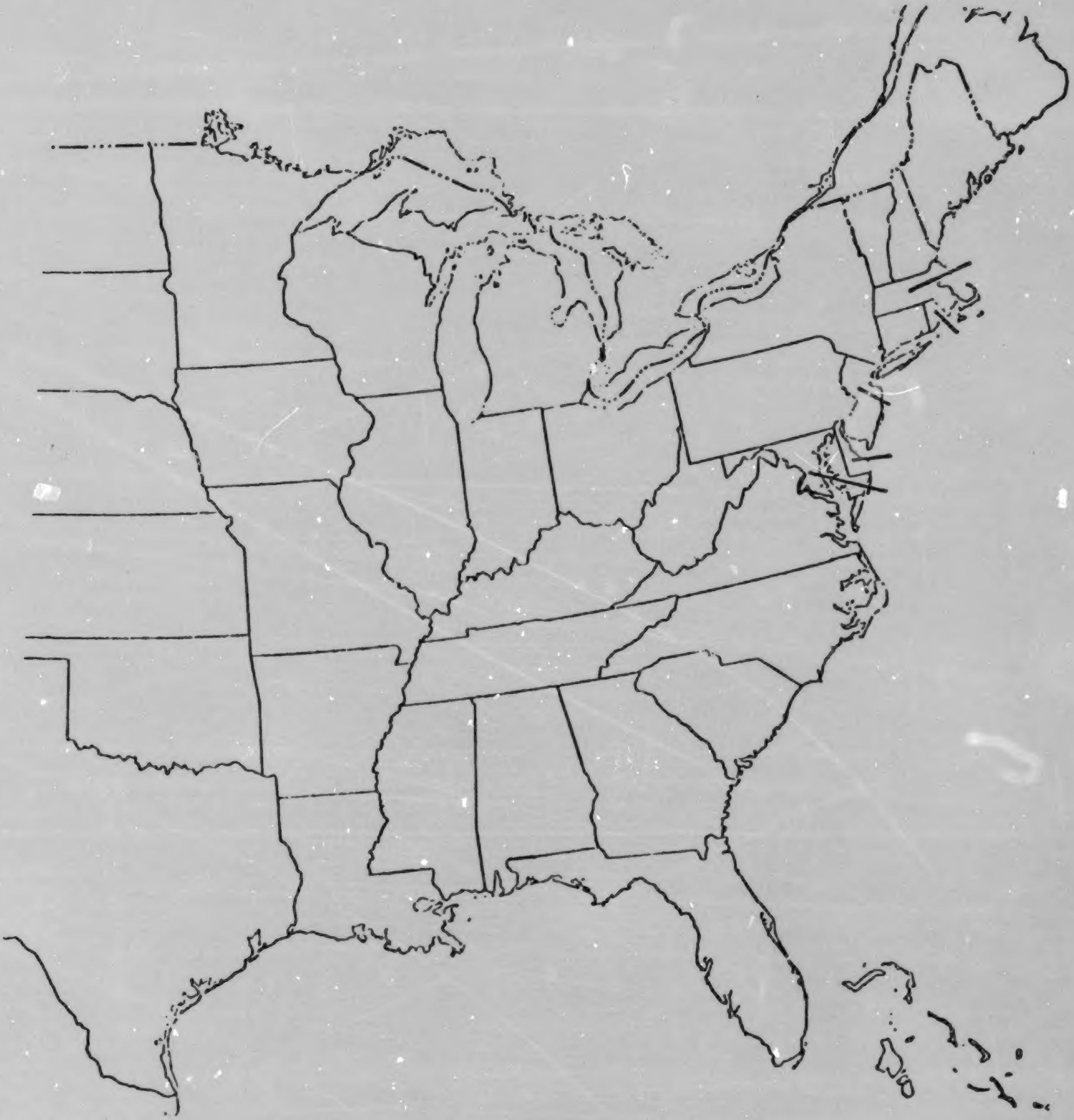


Another group which disagreed with the Church of England started a colony near Plymouth in 1630. They were called Puritans and their colony was named Massachusetts Bay. This colony grew large, and its people built the towns of Boston and Salem.

Some people from Massachusetts moved to Connecticut and began a new colony because they found better farmland there. Others disagreed with the Puritans' religion and started new colonies where they could worship as they chose. These new colonies were Rhode Island and New Hampshire.

Other groups of people in search of religious freedom came from England and settled in Pennsylvania, Delaware and Maryland.

On your map locate and name the colonies that were settled between 1600 and 1750, and which countries settled them. Use an encyclopedia or a library book to help you find the answers.



As more and more settlers began arriving in the New World, there grew a need for some kind of government to solve problems among the people. Europe was too far away to take care of all the little emergencies that arise whenever there is a group of people living close together. For example, who would make the laws? What would the punishment be if a law was broken? What if two farmers decided they wanted the same piece of land? Who would solve that problem? They certainly couldn't wait the six months or so that it would take to get an answer from Europe.

Activity

Work with a committee or your whole class and list all the ways you can think of that a group of people might solve these problems. You need not think of answers to the questions, but ways of working together to answer them. List your ideas here:

Talk about why each might work or not work. Decide which idea seems best for your group and tell why you think it is best.

The French and Spanish were strict with their colonists. Either the king or the church would appoint the governors who would rule in the New World. All decisions were made by the governor, so the governor was almost like a king in his own colony.

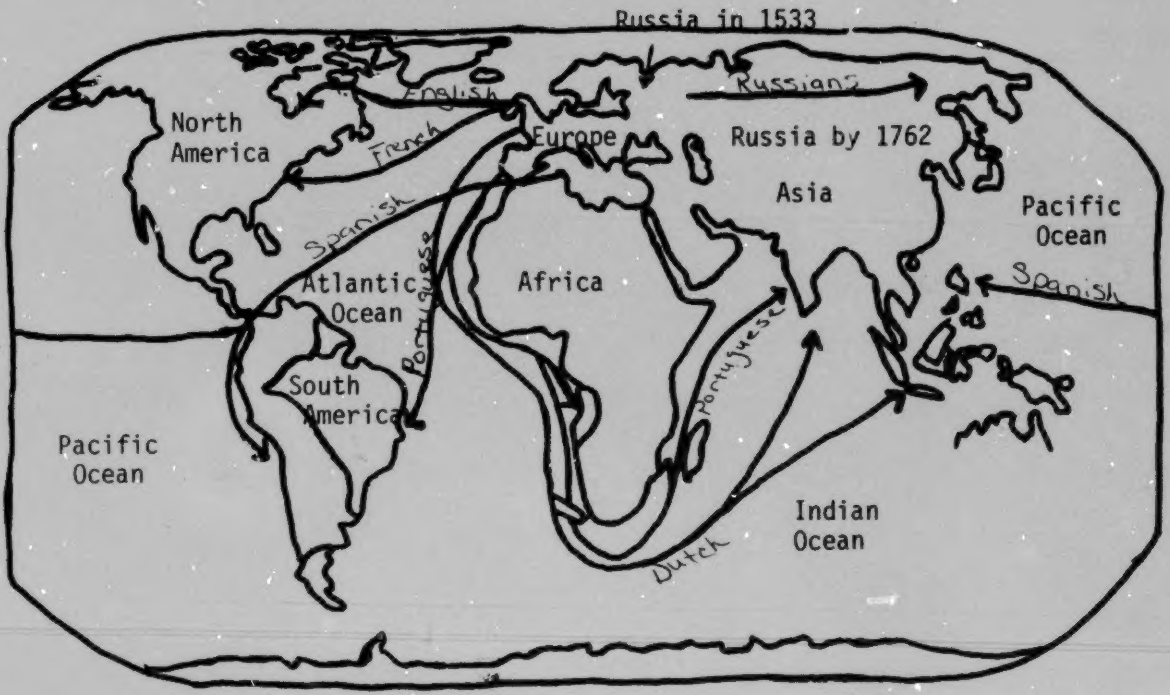
The English colonies were very much like the French and the Spanish, but there was one important difference. Again, the governors were appointed by either the king or Parliament. These governors were very powerful, and they made all the important decisions. However, the English colonists were allowed to elect some of their own representatives. These representatives made the laws for the colonists, instead of the governor. The governor still had the final decision, though, and if he didn't like a law he could order that it be changed. Still, by having these representatives the colonists felt that they had some say in how their lives were run.

1. Why did the settlers need some form of government in the New World?
____
____
____

2. How did the French and Spanish run their colonies? ____________
____
____

3. How were the English colonies run differently? ____________
____
____

4. Why was this difference so important? ____________
____
____


Russia in 1533
English
Russians
North America
French
Europe
Russia by 1762
Asia
Spanish
Pacific Ocean
Spanish
Atlantic Ocean
Africa
Portuguese
Portuguese
South America
Pacific Ocean
Indian Ocean
Dutch

The Overseas Expansion
Of Europe 1492-1762

Providing for Needs

Life was not easy for the first settlers in the New World. They did not know how to grow the best crops in this new land, and the seeds they had brought with them often wouldn't grow well. Fortunately, the Indians were usually friendly and helpful. They showed the settlers how to farm in order to get the best crops, and they introduced them to several foods that the Indians were already growing in the New World. The settlers had never seen such foods as tomatoes, beans, squash (including pumpkins), and peanuts. The Indians also showed the settlers that by planting pieces of fish or seaweed along with the seeds, stronger, healthier plants would grow. This was the settlers' introduction to the use of fertilizer.

With the Indians' help, the colonists were able to support themselves. However, they had come to the New World to make money for the trading companies, and they needed to find ways to pay the companies. The answer to this problem was found in another crop the Indians were raising: tobacco. By crossing the bitter Indian tobacco with the sweeter tobacco from Cuba, the colonists were able to get a new plant that would grow well in the New World soil, yet would be sweet enough for European tastes. Dried and packed in barrels, the tobacco was easy to ship back to England. The New World settlers were able to support themselves and make money, too.

Farmers realized that the New World could not provide everything they needed. Their iron tools had to be brought over from England. As their farms became larger, they needed help getting their land ready for planting. Horses and oxen had to be brought over. Horses and oxen cannot help with the harvesting, so the farmers needed more people to work the land. At first indentured servants were used. The farmer would pay for the passage of new settlers in exchange for five to seven years of labor. With the success of the tobacco crop, though, even this did not provide enough help. The farmers began looking to slavery as a way of providing the workers they needed.

1. Why were the Indians so important to the farmers in the New World?

2. Why did the settlers need to find a way to make money?

3. Why did the farmers need more workers?

4. Describe two ways farmers used to get more workers.

5. Why do you think the farmers switched to using slaves?

6. In what ways did the Indians help to the early pilgrims affect out lives today?

Growth of Slavery

Slaves were brought to America in 1740 by slave traders. Most came from Yorubaland, West Africa. It was a terrible experience for them. They were taken away from their villages and crowded into ships. Many of them died coming here because of the poor living conditions.

Some of the slaves came to the northern states while others were sent to the southern states. In the north the slaves worked as servants, with a condition that as their time as servants was finished, they were set free. They could work for the old master or find work elsewhere. These northern slaves were given the name "free slaves."

The slaves that lived in the southern states did not have this opportunity. They were needed in the large areas of land called plantations. The plantations grew mostly tobacco and cotton. The owners of the plantations needed many people to work the fields.

News of the success in keeping slaves spread. Other southern farmers brought in more slaves. Before long their population grew.

The plantation owners were rich and strong. They ruled over the slaves. Some of the slaves were unhappy, because they were not allowed to speak their own language, and also because the working conditions were very unfair.

1. Describe living conditions in a ship crowded with people. ______________

   ____

   ____

2. Describe the differences between a "free slave" and a "slave." __________

   ____

   ____

3. Describe how a plantation would look. ___________________________

   ____

4. What were some of the rules that you think an owner would impose on a slave? ______________________________

____

____

5. It was wrong for people to keep slaves. Can you think of some reasons why it is wrong? ______________________________

____

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____

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____

California

During this time, Indians were the only Californians. History does not tell of many Europeans in California from 1600 to 1750, except for Sebastian Vizcaiño.

In 1602, Vizcaiño set sail from Spain in search of a northern California port. He reached the Bay of Monterey, landed there, and explored the area. He found fresh water, game for food, soil that looked rich, friendly Indians, and a calm harbor for protecting the galleons.

He sailed north from Monterey until his men began to fall sick of scurvy. He finally turned back, but not before half his crew was dead.

The Spanish paid little attention to Vizcaiño's report. For 167 years no white man went back to Monterey.

1. What makes a good port? ____

____

2. Why did Vizcaiño decide Spain should have a port at Monterey? ________

____

____

3. Why do you think no further exploration of California was made for so many years? ____

____

____

____

CHAPTER III

A NEW NATION AND NEW CALIFORNIANS - 1750-1800

Life in the Colonies and in California

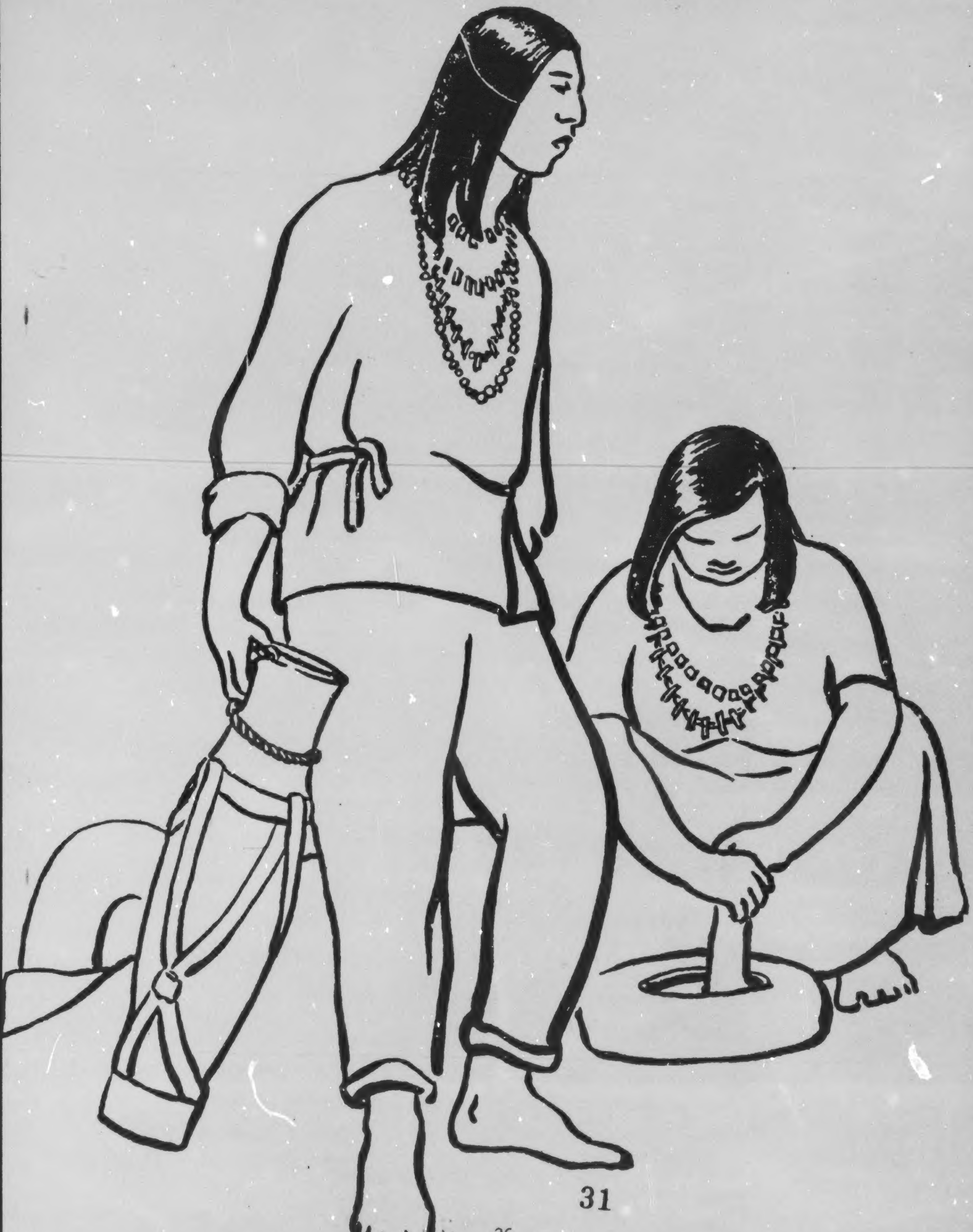
The thirteen colonies were changing. Settlements grew to be large cities. Many people from different places brought a new way of life to these growing cities. Religion was no longer the most important reason that people came to the colonies. Trade between Europe and Asia and the New World was increasing. New people and new skills were needed.

In the cities, people grew rich. The New England colonies were experiencing problems in the fast-growing cities. People were not content to be ruled by the English. They wanted a government separate from England.

In California, Father Junipero Serra and Captain Gaspar de Portola reached San Diego and established a mission. The Spanish came to California looking for wealth.

Missions and forts were built in California to prevent the English from taking away Spanish trade with China, India and the Spice Islands. The Spaniards also wanted to spread Christianity among the Indians. The Spanish came as conquering people, and subjected the Indians to Spanish law. Indian customs were not allowed by the Spanish. The Indians, a peaceful and gentle people, faced many hardships.

The Indians were unhappy, but they learned European customs and became "civilized." The missionaries taught them to plant, to make adobe and tools, and to ride horses.



Many people were brought from Mexico to help establish the towns surrounding the missions. The missions became centers for trade. San Francisco became one of the largest trading centers.

California did not grow as fast as the New England colonies. California life was dominated by missionaries and soldiers. Big cities did not grow rapidly. People were content to live in wide open spaces. Just as people in the colonies on the East coast, Californians liked to feel free.

1. If you were a person arriving in New York at this time, what would you see? Draw a picture and write a paragraph telling about it.

____
____
____
____
____
____
____
____

2. Were the Indians of California better off or worse off because the Spaniards came to their land? Give some reasons for your answer.

____
____
____
____
____
____

2. If you were arriving in California at this time, what would you see? Draw a picture and write a paragraph telling about it.

3. Did the Spanish face the same hardships as the colonists when they arrived? What would a winter in California be like compared to a winter in New England? ______________________________

4. Do you think the Spanish had enough knowledge of planting? Tell why.

5. Use an atlas to see what a map can tell you about climate in the colonies and in California. How was it similar? How was it different? __________

6. How is adobe brick made?

7. Make a diorama of life on a rancho.

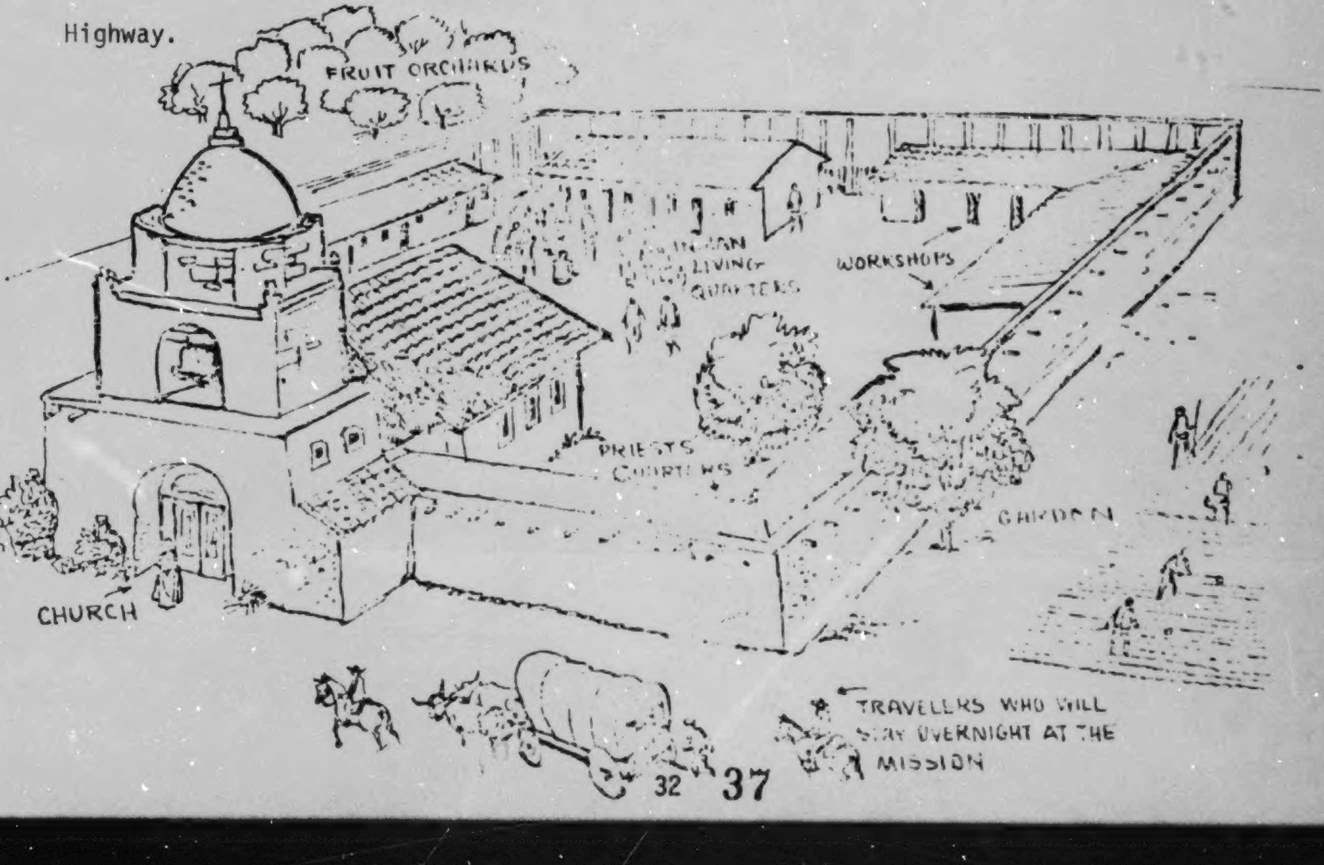
8. Draw a mission, or build a model of cardboard, wood, adobe, or other material.

California Missions

The King of Spain sent soldiers to build forts, called presidios, along the California coast. He wanted to prevent ships from finding a passageway to the Atlantic Ocean.

Missionaries were sent to the New World along with the soldiers. The missionaries were to help find trails, build missions, and teach the Indians about Christianity and the Spanish way of life. The leader of the missionaries was Father Junipero Serra.

The first mission was established at San Diego in 1769. A second was built far to the north at Monterey. Others followed. They were called San Gabriel, San Luis Obispo, and San Antonio. Soon there were so many that only one day was needed to travel from one to the next. The trail that led from mission to mission was called El Camino Real--The King's Highway.


FRUIT ORCHARDS
INDIAN LIVING QUARTERS
WORKSHOPS
PRIESTS QUARTERS
GARDEN
CHURCH
TRAVELLERS WHO WILL STAY OVERNIGHT AT THE MISSION

1. Who was the leader of the missionaries? ______________________________

2. Where were the first two missions built? ______________________________

____

3. What were some of the reasons that missionaries were sent to the New World? ____

____

____

____

____

4. Why was the trail called El Camino Real? ______________________________

____

5. How far apart were the missions? Why do you think it was important to build them this far apart? ____

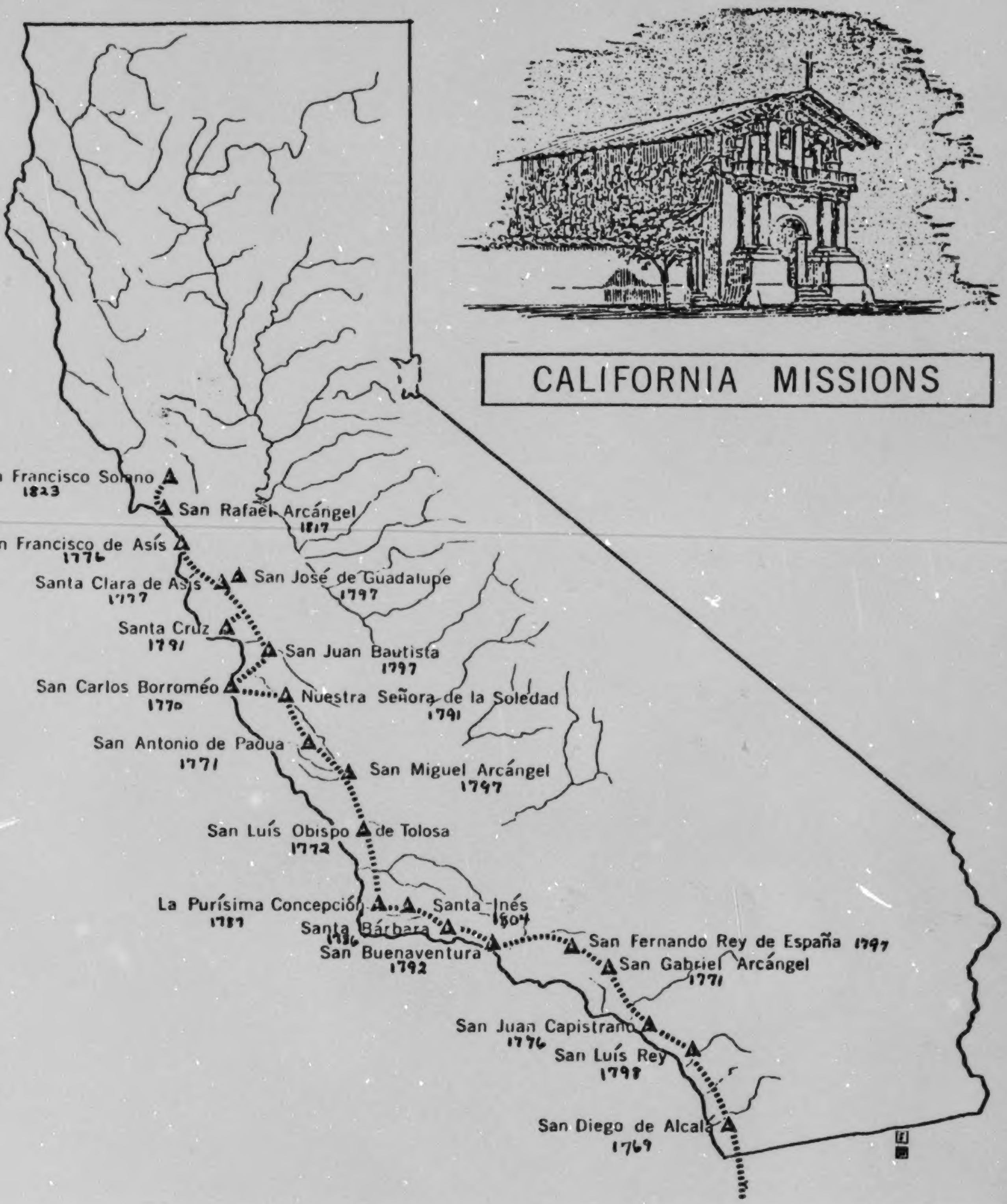
____

____

____

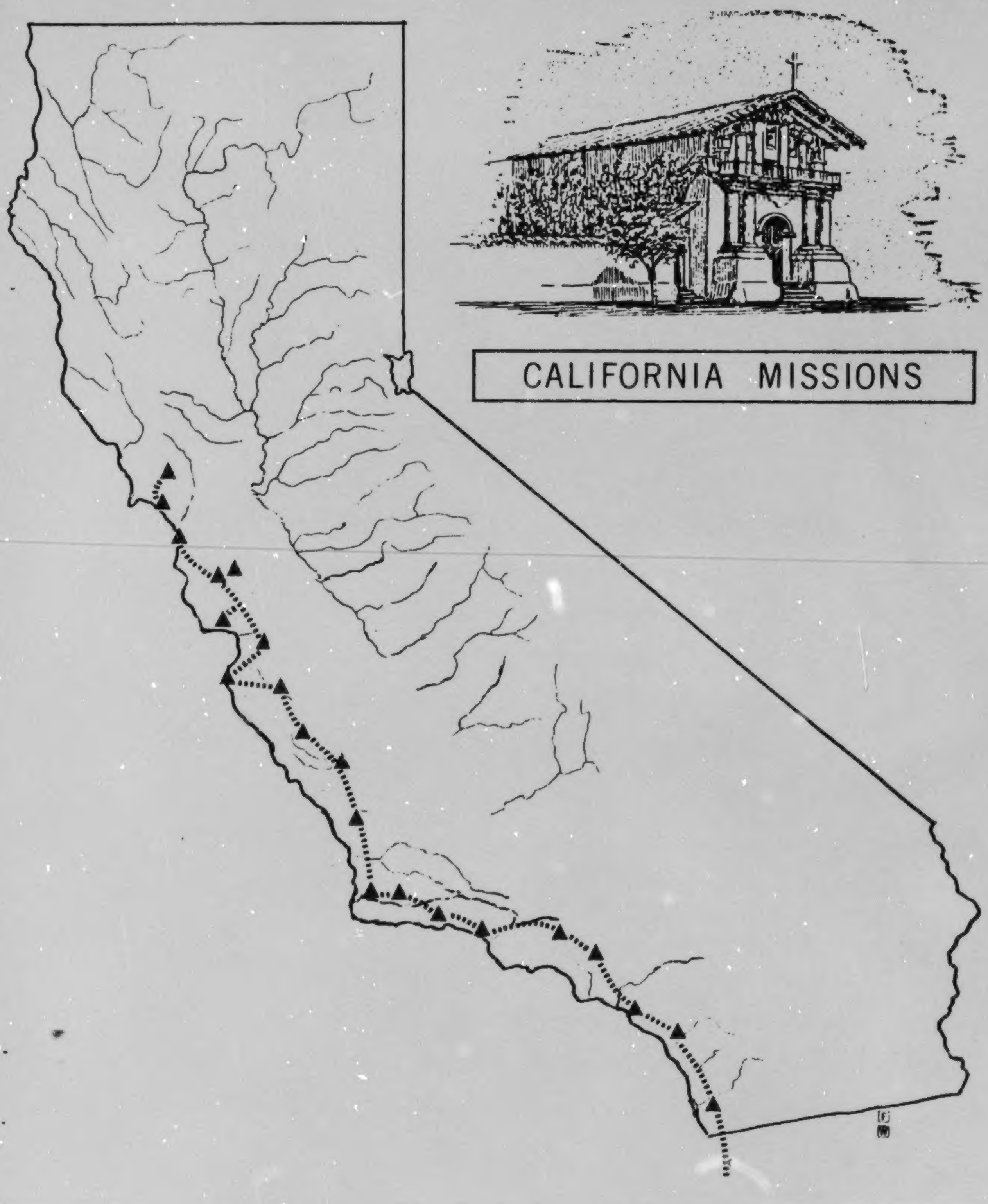
____

6. A Spanish child in the New World might write a letter to a grandparent back in Spain. On a separate piece of paper, write a letter like the one the Spanish child might write. Tell what your life is like in the New World. Be sure the paper is in letter form.

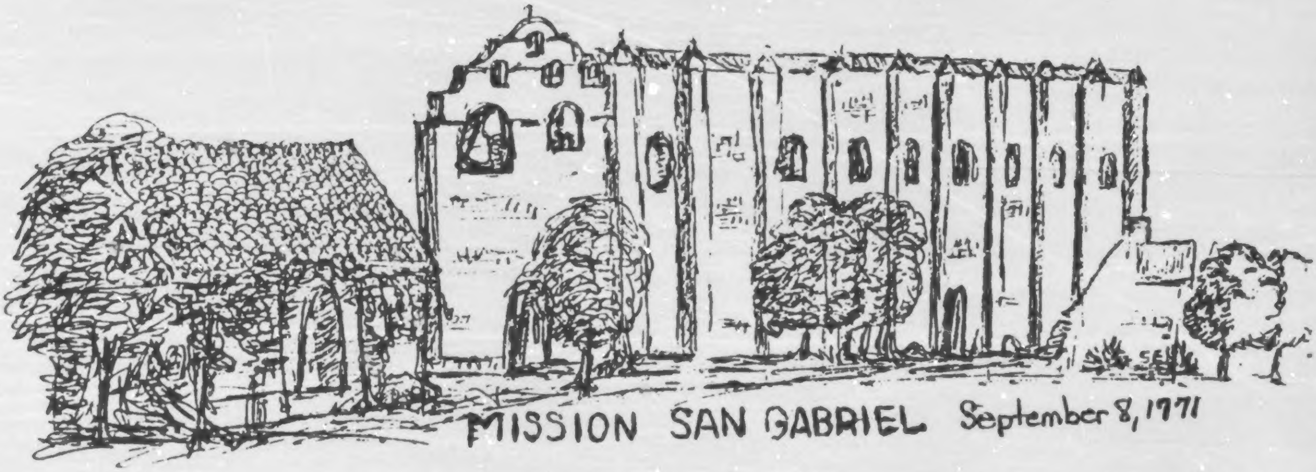


CALIFORNIA MISSIONS

San Francisco Solano
1823
San Rafael Arcángel
1817
San Francisco de Asís
1776
Santa Clara de Asís
1777
San José de Guadalupe
1797
Santa Cruz
1791
San Juan Bautista
1797
San Carlos Borroméo
1770
Nuestra Señora de la Soledad
1791
San Antonio de Padua
1771
San Miguel Arcángel
1797
San Luís Obispo de Tolosa
1772
La Purísima Concepción
1787
Santa Inés
1804
Santa Bárbara
1786
San Buenaventura
1792
San Fernando Rey de España
1797
San Gabriel Arcángel
1771
San Juan Capistrano
1776
San Luís Rey
1798
San Diego de Alcalá
1769



CALIFORNIA MISSIONS



MISSION SAN GABRIEL September 8, 1771

During the latter part of the Spanish and Mexican period, Father Serra and other padres (priests) traveled up and down the state of California starting missions. They built twenty-one missions and all of these are still standing. San Gabriel mission was founded on September 8, 1771. It was the fourth mission established on the El Camino Real and it became one of the richest. Located near a river, it was in the middle of fertile farmland. Fruits, vegetables, wheat, and cattle were grown on mission land. It is still possible to see portions of the original grape vines planted by the mission Indians and padres about two hundred years ago. At one time nearly 8,000 Indians lived and worked at San Gabriel mission and the surrounding area.

In 1821, Mexico broke away from Spain and became an independent country. At this time the governor of Mexico ordered the missions to serve only as churches. The land was to be divided among the people who lived in the area. Much of the mission land was distributed to people who would establish the large ranchos.

1. What crops were grown at the missions? ______________________________

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2. Why did the governor of Mexico break up the mission lands? __________

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3. What would you be most interested in seeing on a visit to an old mission?

Tell why. ____

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Independence for the Colonies

When the European countries began to establish colonies in the New World, they did so because they wanted to become rich. However, there didn't seem to be much wealth in England's part of the New World. It was not until the growth of the tobacco plantations that England finally began to make money in the colonies.

As years passed, England began to need more and more money. There were costly wars with Spain and France, for which money was needed. England began to think of new ways to get money out of the colonies. This didn't seem unfair to them because the reason for having colonies was to make money and to become powerful.

The people living in the colonies didn't think this was fair at all. They believed that they were English citizens who just happened to live across an ocean. They thought they should have the same rights as every other English citizen. For example, colonists had to pay taxes for legal papers, but the people living in England didn't have to pay this tax. There were even taxes on such everyday items as glass, paint, and tea. The colonists were very angry because they didn't have the right to vote on any of these taxes.

In March, 1770, an angry crowd began throwing rocks and snowballs at British soldiers in Boston. The soldiers became frightened and fired on the crowd, killing five people. The colonists called this the Boston Massacre. After this, England stopped all taxes except for the tax on tea. Since the tax on tea remained, the people in the colonies stopped buying tea, even though that was their favorite drink. The tea merchants in England were worried because they weren't selling their tea, so they lowered the price and sent more to the New World. The colonists still refused to buy tea. In some places they wouldn't let the tea ships come into the harbors. In Boston one group of men disguised themselves as Indians, climbed aboard the ships, and threw 300 chests of tea into the harbor. This was called the Boston Tea Party.

To punish the colonies, England passed several laws called the Intolerable Acts. They also sent more soldiers to Boston, and the people of Boston were forced to let the soldiers live in their homes. Some people were still trying to make peace with England, but many believed it was already too late.

On April 19, 1775, a group of British soldiers set out from Boston to Lexington to arrest John Hancock and Samuel Adams, two of the leaders of the move for independence. The soldiers were met by a group called the Minutemen. These were farmers and other citizens who were ready to fight "with a minute's warning." No one knows if it was the Minutemen who fired first or the British, but eighteen colonists were killed or wounded and one British soldier was wounded. The colonists' war for independence had begun.

1. Why did England need more money from the colonies? ____________________

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2. Why did the special taxes make the colonists so angry? ________________

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3. What was the Boston Massacre?____

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4. Why was there still a tax on tea? ______________________________

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5. Why did the Minutemen try to stop the British soldiers at Lexington?

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6. Write a paragraph as if you were a colonist. Tell how you feel about taxes and why you would like the right to vote. ____________________

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The War for Independence

The War for Independence began in 1775, with a battle at Lexington and Concord, Massachusetts. At the beginning of the war, the colonists had a very small army and no navy. The British had a larger army and a good navy. During the war, George Washington, the commanding general, built up the American army, but it was never as large as the British army. The American troops often did not have enough food, clothing and weapons. Since the British armies were stronger, why did the Americans win the war?

The Americans had some advantages. They were fighting on land that they knew. The British were 3,000 miles from their home. Most of the people of the country supported the American army. The Americans were helped by other countries, especially France. Finally, the Americans had the best leaders.

The last big battle of the War was at Yorktown, Virginia, in 1781. In 1783, Great Britain and the United States of America signed a peace treaty. The War was over. Our country was independent.

I. Use library books and encyclopedias to read more about battles and people who lived during the War for Independence. Write a report about one of these subjects:

A. Battles

1. Lexington and Concord (Massachusetts) 1775
2. Bunker Hill (Massachusetts) 1775
3. Saratoga (New York) 1777
4. Charleston (South Carolina) 1780
5. Yorktown (Virginia) 1781

B. People

1. Paul Revere and Billy Dawes
2. Thomas Paine
3. Thomas Jefferson
4. George Washington
5. John Hancock
6. John Adams
7. Benjamin Franklin
8. Salem Poor
9. Peter Salem
10. General William Howe
11. George Rogers Clark
12. Benedict Arnold
13. General Cornwallis
14. Marquis de Lafayette
15. John Paul Jones
16. Baron von Steuben
17. General Horatio Gates

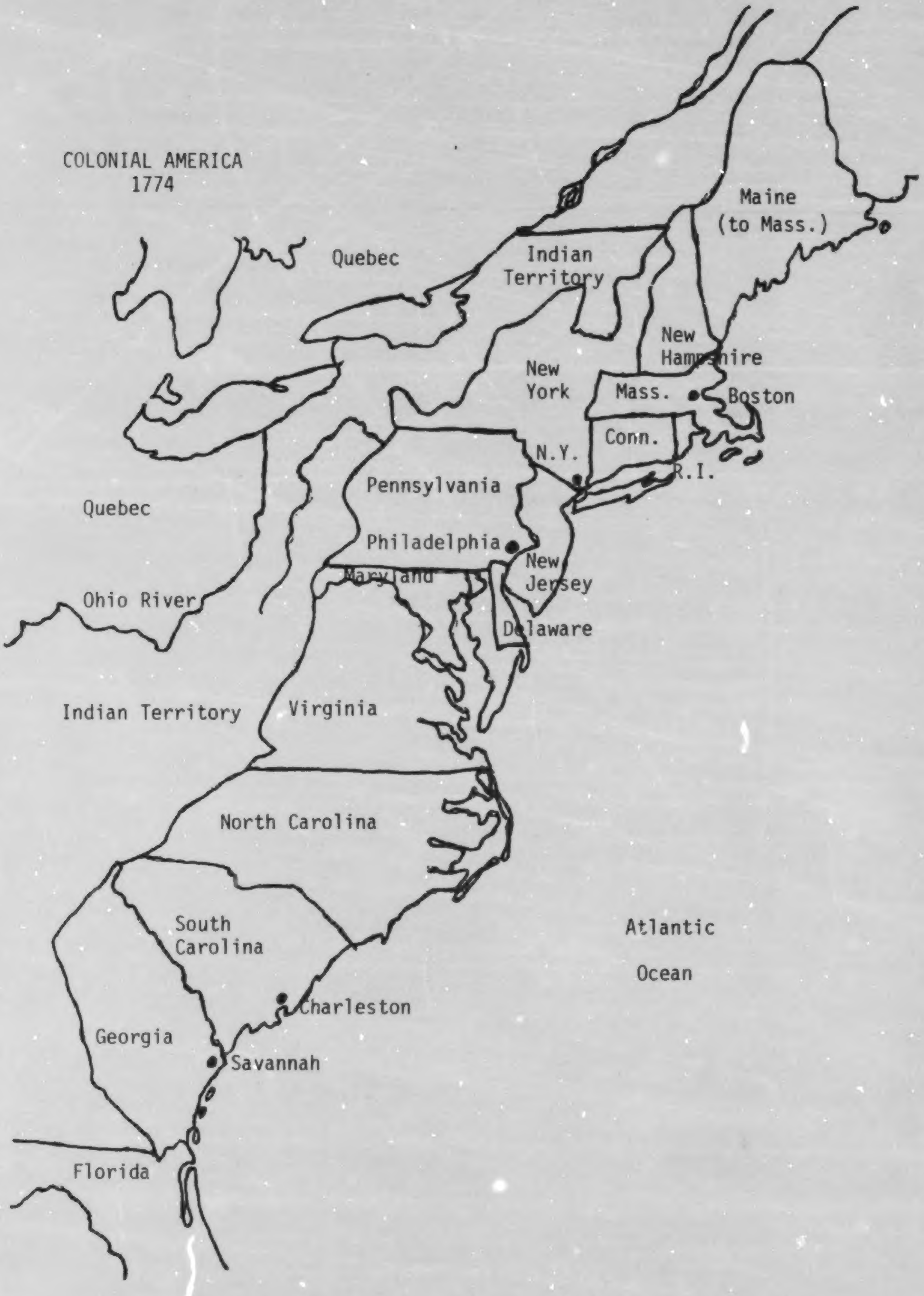
18. Ethan Allen
19. Francis Marion
20. Molly McCauley (Molly Pitcher)
21. Deborah Gannett
22. Crispus Attucks
23. Samuel Adams
24. Nathan Hale
25. Patrick Henry
26. Abigail Adams

C. Other

1. Declaration of Independence
2. Valley Forge (Pennsylvania)
3. Boston Massacre

II. Find illustrations of different uniforms of soldiers in the Revolutionary War.

III. Locate on a map sites of famous battles of the Revolutionary War.



COLONIAL AMERICA
1774

Quebec
Indian Territory
Maine (to Mass.)
New Hampshire
New York
Mass.
Boston
Conn.
N.Y.
R.I.
Pennsylvania
Philadelphia
Quebec
New Jersey
Maryland
Ohio River
Delaware
Indian Territory
Virginia
North Carolina
Atlantic Ocean
South Carolina
Charleston
Georgia
Savannah
Florida

IV. Read "Paul Revere's Ride." Compare this poem with an encyclopedia version of this event.

PAUL REVERE'S RIDE

1. Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in seventy-five;
Hardly a man is now alive
Who remembers that famous day and year.

2. He said to his friend, "If the British march
By land or sea from the town tonight,
Hang a lantern aloft in the belfry arch
Of the North Church tower, as a signal light -
One, if by land, and two, if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country folk to be up and to arm."

3. Then he said "Good night!" and with muffled oar
Silently rowed to the Charlestown shore,
Just as the moon rose over the bay,
Where, swinging wide at her moorings, lay
The Somerset, British man-of-war:
A Phantom ship, with each mast and spar
Across the moon, like a prison bar,
And a huge black hulk, that was magnified
By its own reflection in the tide.

4. Meanwhile, his friend, through alley and street,
Wanders and watches with eager ears,
Till in the silence around him he hears
The muster of men at the barrack door,
The sound of arms, and the tramp of feet,
And the measured tread of the grenadiers
Marching down to their boats on the shore.

5. Then he climbed the tower of the Old North Church
By the wooden stairs, with stealthy tread,
To the belfry chamber overhead,
And startled the pigeons from their perch
On the somber rafters, that round him made
Masses and moving shapes of shade -
By the trembling ladder, steep and tall,
To the highest window in the wall,
Where he paused to listen and look down
A moment on the roofs of the town,
And the moonlight flowing over all.

6. Beneath, in the churchyard, lay the dead,
In their night encampment on the hill,
Wrapped in silence so deep and still
That he could hear, like a sentinel's tread,
The watchful night wind, as it went
Creeping along from tent to tent,
And seeming to whisper, "All is well!"
A moment only he feels the spell
Of the place and the hour, the secret dread
Of the lonely belfry and the dead;
For suddenly all his thoughts are bent
On a shadowy something far away,
Where the river widens to meet the bay -
A line of black, that bends and floats
On the rising tide, like a bridge of boats.

7. Meanwhile, impatient to mount and ride,
Booted and spurred, with a heavy stride
On the opposite shore walked Paul Revere.
Now he patted his horse's side,
Now gazed at the landscape far and near,
Then, impetuous, stamped the earth,
And turned and tightened his saddle girth;
But mostly he watched with eager search
The belfry tower of the Old North Church,

As it rose above the graves on the hill,
Lonely and spectral and somber and still.
And lo! as he looks, on the belfry's height
A glimmer, and then a gleam of light.
He springs to the saddle, the bridle he turns,
But lingers and gazes, till full on his sight
A second lamp in the belfry burns!

8. A hurry of hoofs in a village street,
A shape in the moonlight, a bulk in the dark,
And beneath, from the pebbles, in passing, a spark
Struck out by a steed flying fearless and fleet:
That was all! And yet, through the gloom and the light,
The fate of a nation was riding that night;
And the spark struck out by that steed, in his flight,
Kindled the land into flame with its heat.

9. He has left the village and mounted the steep,
And beneath him, tranquil and broad and deep,
Is the Mystic, meeting the ocean tides;
And under the alders that skirt its edge,
Now soft on the sand, now loud on the ledge,
Is heard the tramp of his steed as he rides.

10. It was twelve by the village clock,
When he crossed the bridge into Medford town.
He heard the crowing of the cock,
And the barking of the farmer's dog,
And felt the damp of the river fog
That rises after the sun goes down.

11. It was one by the village clock,
When he galloped into Lexington.
He saw the gilded weathercock
Swim in the moonlight as he passed,
And the meetinghouse windows, blank and bare,
Gaze at him with a spectral glare,
As if they already stood aghast
At the bloody work they would look upon.

12. It was two by the village clock,
When he came to the bridge in Concord town.
He heard the bleating of the flock,
And the twitter of birds among the trees,
And felt the breath of the morning breeze
Blowing over the meadows brown.
And one was safe and asleep in his bed,
Who at the bridge would be first to fall,
Who that day would be lying dead,
Pierced by a British musket ball.

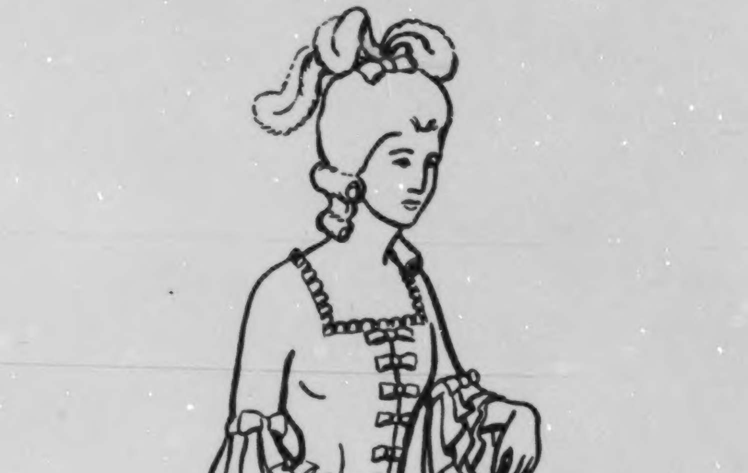
13. You know the rest. In the books you have read
How the British Regulars fired and fled -
How the farmers gave them ball for ball,
From behind each fence and farmyard wall,
Chasing the Redcoats down the lane,
Then crossing the fields to emerge again
Under the trees at the turn of the road,
And only pausing to fire and load.

14. So through the night rode Paul Revere;
And so through the night went his cry of alarm
To every Middlesex village and farm -
A cry of defiance and not of fear -
A voice in the darkness, a knock at the door,
And a word that shall echo forevermore!
For, borne on the night wind of the Past,
Through all our history, to the last,
In the hour of darkness and peril and need,
The people will waken and listen to hear
The hurrying hoofbeats of that steed,
And the midnight message of Paul Revere.

— H.W. Longfellow

The Californians

The Spanish who settled in California lived active, outdoor lives. Many lived on the ranchos given to them by the Spanish government. Women in Spanish California were more involved with providing for their families than were the women of Mexico, Europe, or the colonies. California was a frontier, and all of its people - men, women, and children - worked to build homes, to grow food, and to provide the other necessities of life. Frontier women were expected to be strong and skillful. Some, like the governor's wife shown in the picture, were also wealthy and stylish.



Children in Spanish California were valued as working members of their families. A new child was considered another hand to help with the chores, not just another mouth to feed. Children helped with growing food for the family and with caring for the animals.

If a child's parents died, neighbors and friends were willing to take the child into their home. The orphan was welcomed as part of the family.

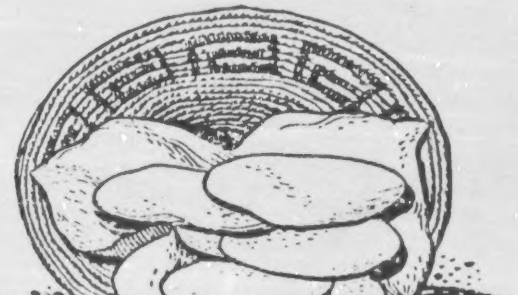
Women and children of early California worked hard, as did the men. History books about this time tell us that their lives were hard, but they were well-fed, healthy and happy.

Food was simple. Tortillas made by the women from corn or wheat flour were a basic part of the diet. Girls learned to grind the flour and make tortillas. Their mothers taught them to cook. The tortillas might be filled with beans, chili and beef. Sometimes a small piece of tortilla was used as a spoon to scoop up a mouthful of beans or meat.

Here are recipes for tortillas as they might have been made by women and girls in early California:

Wheat Flour Tortillas

1 tablespoon fat (lard)
1 cup tepid water
1 quart white wheat flour
1 teaspoon salt



TORTILLAS

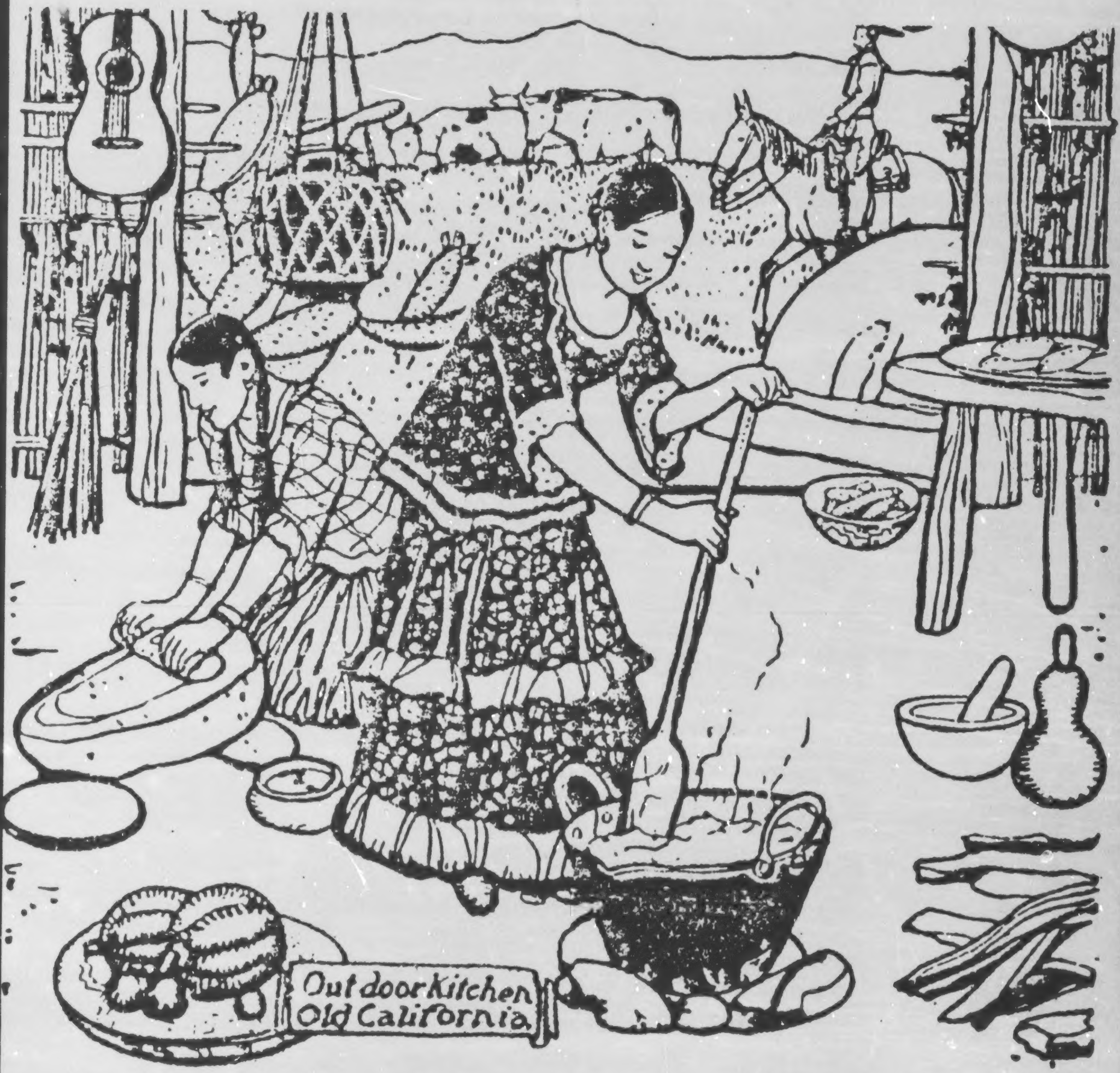
> Add a teaspoon salt and one tablespoon fat to the flour. Mix well until fat is evenly distributed. Moisten with tepid water, adding a little at a time. Knead the dough with your hands until smooth and elastic.
>
> Break off small pieces of dough and roll into two-inch balls. Place these on a dish and cover with a cloth to keep from drying.
>
> Place one ball of dough on a floured board, press and pat with finger tips into a round cake (four to six inches). Then with a rolling pin roll out into thin eight-inch cakes. Bake on both sides on a greaseless griddle.

Tortillas can also be made of corn dough called masa. Spaniards who came to California learned to make tortillas from the Indians.

Early Californians raised cattle both for food and for leather made from the hides. Men and boys did the work of cattle-raising. They also did the trading. Cowhides might be traded for wheat or corn. Families depended on such trade to supply their needs.

Children in early California also helped mix clay and straw to make adobe bricks. These sun-dried brick were used to make homes and churches. Often the walls were made of bricks twelve inches across. The thick walls helped keep the buildings cool in summer and warm in winter.

Imagine you are a boy or girl in early California. Write a short story about a day in your life. Draw a picture to illustrate your story.


Out door Kitchen
Old California

Another Kind of Revolution

During the late 1700's many new ideas were sweeping Europe. These ideas were about new ways to make products. We now call this time the Industrial Revolution. It began in the English cloth industry where English inventors built machines powered by a steam engine. These machines could spin cloth much faster than people could.

The new machines were expensive. Business men set up machines in production shops which we call factories. Instead of working at home, or in small shops, workers came to factories where they operated the new machines.

The first American factory was Samuel Slater's water-powered, cotton-spinning factory at Pawtucket, Rhode Island. His mill, started in 1791, employed nine children and paid them from twelve to twenty-five cents a day.

In 1792, a Northerner named Eli Whitney invented a cotton gin. This machine separated the seeds from the cotton in just a few seconds. Soon many planters all through the South were growing cotton with the help of African slaves.

Transportation routes were improving in the late 1700's. New York City, Boston, Albany, and Philadelphia were connected by stagecoach routes. Pioneers built long, wide boats called flatboats. Floating downstream on a flatboat was faster and easier than traveling by land in a wagon. Many settlers came down the Ohio River to the Mississippi Valley on flatboats. Trading by sea, between California and New England, began at this time.

Industry, trade, and transportation were just beginning to expand. As the 1800's began, the country continued to grow and prosper.

1. Why was the cloth spinning machine such an important invention?

2. Describe the first American factory. How would you feel about working in a place like this?

3. How did the cotton gin change life in the South?

4. Why was traveling by a flatboat better than traveling by a wagon? Would it have been possible to always use the flatboats? Why or why not?

5. Draw a picture of a flatboat. Use an encyclopedia or library book to find out as much as you can about this form of transportation.

A New Government

Before the War for Independence, the colonies each had a different government. They were like separate countries. They cooperated during the War, but after the War they needed to plan a government for the new nation.

The plan they tried first was called the Articles of Confederation. This plan gave more powers to the states than to the national government. This made the national government weak.

Powers of the National Government under the Articles of Confederation

Congress had power to:

1. declare war and make peace.
2. raise an army and navy.
3. send and receive diplomats.
4. control Indian affairs.
5. borrow money.
6. fix weights and measures.
7. establish post offices.

Congress did not have power to:

1. levy taxes or force states to pay their share of expenses.
2. enforce a law, even though passed by a two-thirds majority, in states that did not accept it.
3. act directly against individuals or states.
4. aid or defend a state.
5. regulate trade and commerce.
6. prohibit states from issuing paper money.

The states argued with each other about money and trade. Many states refused to send money to help run the national government. Why could the national government do nothing to stop these arguments?

The Articles of Confederation did not work because the states had too much power and the national government did not have enough power. In 1787, Congress decided that the government should be changed. Congress called people from all the states to a meeting in Philadelphia. The people who came to this meeting were leaders of their states.

These men wrote a plan for a completely new government. They decided that the government should be divided into three branches. The legislative branch passes laws; the executive branch carries out laws; the judicial branch has courts to try people who are accused of breaking laws.

The men at the convention decided on a federal system of government. This means that powers are divided between the national government and the state governments. States can make laws for themselves, but the national government makes laws for the whole country. The states' laws cannot conflict with national laws.

The national government was given the power to:

1. levy taxes.
2. provide the national defense.
3. regulate trade between states and with foreign countries.
4. coin money.
5. borrow money.
6. enforce its laws on individuals.

What new powers did the national government have? Why is this plan better than the Articles of Confederation? ______________________________

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The delegates wrote this plan for our government in the summer of 1787. It was called the Constitution. After it was written, the states had to vote to approve it. Several states objected to the Constitution because it did not say anything about the rights of the people. The Bill of Rights was added to the Constitution in 1791, and it was then approved.

The Constitution has been the law of the United States since 1788. Since that time, some changes, called amendments, have been made. There have been twenty-six amendments in about 200 years, but the basic Constitution is still the same as when it was written. It is an excellent plan that still works well today.

1. Read the Bill of Rights. Discuss with your class what each "right" means.

The Bill of Rights (1791)

guarantees these fundamentals

FREEDOM:	RIGHT:
of religion	of fair trial
of speech and press	of assembly and petition
of home, person, and property	of just compensation for private property taken for public use
from excessive bail, excessive fines, and cruel and unusual punishments	of due process of law
	to keep and bear arms

The reservation of the rights of the people

2. Find out the names of the delegates to the Constitutional Convention. Why were John Adams and Thomas Jefferson not there? ____________________

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3. Draw a diagram of the three branches of our government and their parts (President, Senate, House, Supreme Court). Use an encyclopedia for information.

What Makes A Person Great?

People have many different views about what makes a person truly great. Some people consider victorious generals to be great men. Others view greatness in terms of wealth or political power. Another view is that greatness is determined by what a person or country contributes to mankind. Some believe a person must be famous to be great, while others believe that greatness can be found anywhere.

Look up information on the following people and write down some of the things you find that would make them "great" in the development of the United States of America.

I. Leaders In The Struggle for Independence.

1. Samuel Adams (1722-1803) ______________________________

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2. Crispus Attucks (1723-1776) ____________________________

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3. Paul Revere (1735-1818) ______________________________

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II. Supporters of the American Revolution

1. Haym Salomon (1740-1785) ______________________________

____

2. Nathan Hale (1755-1776) ______________________________

____

3. Mary McCauley (1754-1832) ______________________________

____

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III. Founders of the United States

1. Benjamin Franklin (1706-1790) ___________________________

____

2. George Washington (1732-1799) ______________________________

____

____

3. Thomas Jefferson (1743-1820) ______________________________

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4. James Madison (1751-1836) ______________________________

____

5. Dolly Madison (1768-1849) ______________________________

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IV. Early Frontier Days

1. Father Junipero Serra (1713-1784) ______________________________

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2. Daniel Boone (1734-1820) ______________________________

____

3. Jean DuSable ______________________________

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4. Tecumseh (1765-1813) ______________________________

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V. Moving Farther Westward

1. Meriweather Lewis (1774-1809) ______________________________

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2. William Clark (1770-1838) ______________________________

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3. Sacajawea (1787-1812) ______________________________

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Greatness is a term frequently used about people in public life. Most of us can think of several people we would call great. They may be well-known people or just friends.

Listed below are the names of some well-known Americans. Read the list and check the five you consider to be the greatest.

____ George Washington
____ Robert E. Lee
____ Thomas Edison
____ Benjamin Franklin
____ Davey Crockett
____ Thomas Jefferson
____ Babe Ruth
____ Mark Twain
____ Abraham Lincoln
____ Eli Whitney
____ Stephen Foster
____ Richard Nixon
____ Martin Luther King, Jr.
____ Orville and Wilbur Wright
____ Dwight D. Eisenhower
____ Franklin D. Roosevelt
____ Theodore Roosevelt
____ John F. Kennedy
____ Hank Aaron

Look at the categories below. Some of the people in the list fit into more than one category.

Political Leader
Military Leader
Minority group leader
Athlete
Author
Inventor
Industrialist
Creative artist or musician
Martyr (one who dies for a cause)

Think about your five choices. Do they all fall into one or two categories, or did you choose different types?

Read the list of names again. Do you notice anything missing?

If you didn't figure it out, there are no women included in the list. Can you think of a reason why women are not mentioned in our history books?

The Gallup Poll now and then asks the American public what people in the world are most admired. List below three men and three women you most admire from anywhere in the world today.

MEN	WOMEN

Now look at the Gallup Poll list for 1974.

Most Admired Men	Most Admired Women
Secretary of State Henry Kissinger	Prime Minister Golda Meir (Israel)
Reverend Billy Graham	Betty Ford
President Gerald Ford	Patricia Nixon
Senator Edward Kennedy	Rose Kennedy
Governor George Wallace	Happy Rockefeller
Nelson Rockefeller	(Tie) Congresswoman Shirley Chisholm and Prime Minister Indira Gandhi (India)
Former President Richard Nixon	Coretta King
Senator Barry Goldwater	Ladybird Johnson
Governor Ronald Reagan	Jacqueline Kennedy Onassis
Senator Henry Jackson	Mamie Eisenhower

What can you conclude about the men who are most admired?

Would you make the same conclusions about the women who are most admired? Why?

Do you think the public's attitude about women is fair? Why or why not?

Do you think there is a relationship between how much publicity a person receives and how much he or she is admired? Why or why not?

CHAPTER IV

WESTWARD EXPANSION - 1800-1850

The maps of the United States changed after 1800. Many people were pioneers. They had heard of the land, forests and game in the West.

France lost Canada and lands east of the Mississippi in the French and Indian War. Then in 1800, Napoleon Bonaparte forced Spain to give him the Louisiana Territory of America. President Jefferson worried about the powerful French government owning a large portion of the country, so he offered to buy the territory. Napoleon decided to sell it for $15 million. This purchase doubled the size of the United States.

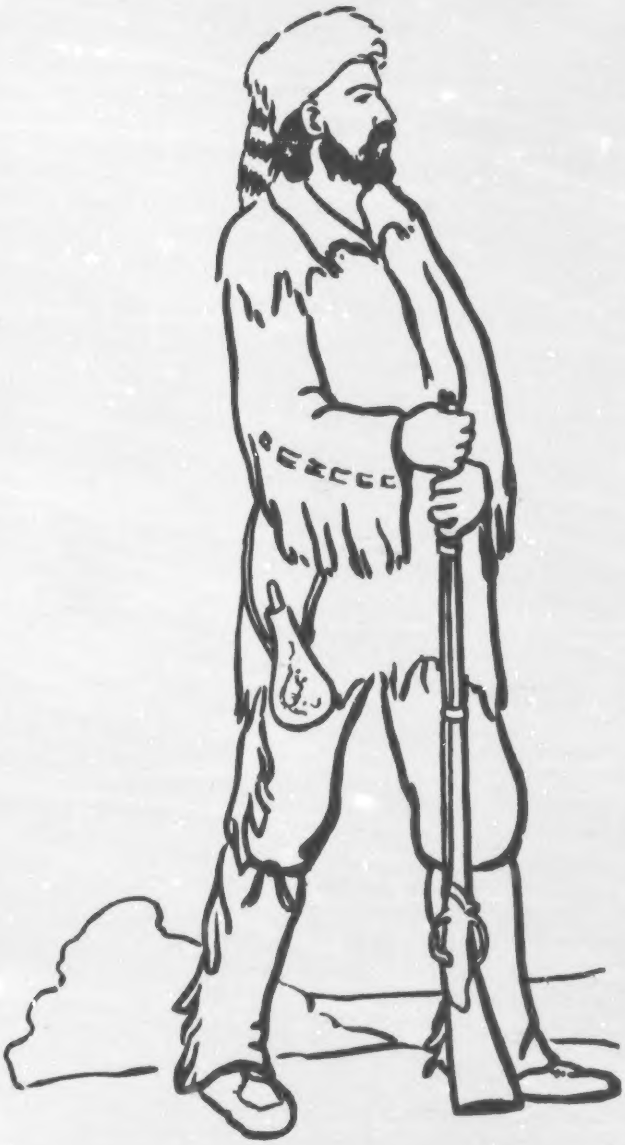
In 1804, Jefferson sent Lewis and Clark to explore the Louisiana Territory and beyond to the Pacific. They were to learn everything possible about the people, land, animals and climate. The expedition took two and a half years, but it opened a vast new territory to settlers with a spirit of adventure.

The westward movement produced the term "Manifest Destiny." It meant that Americans had the right to the land from the Atlantic to the Pacific.

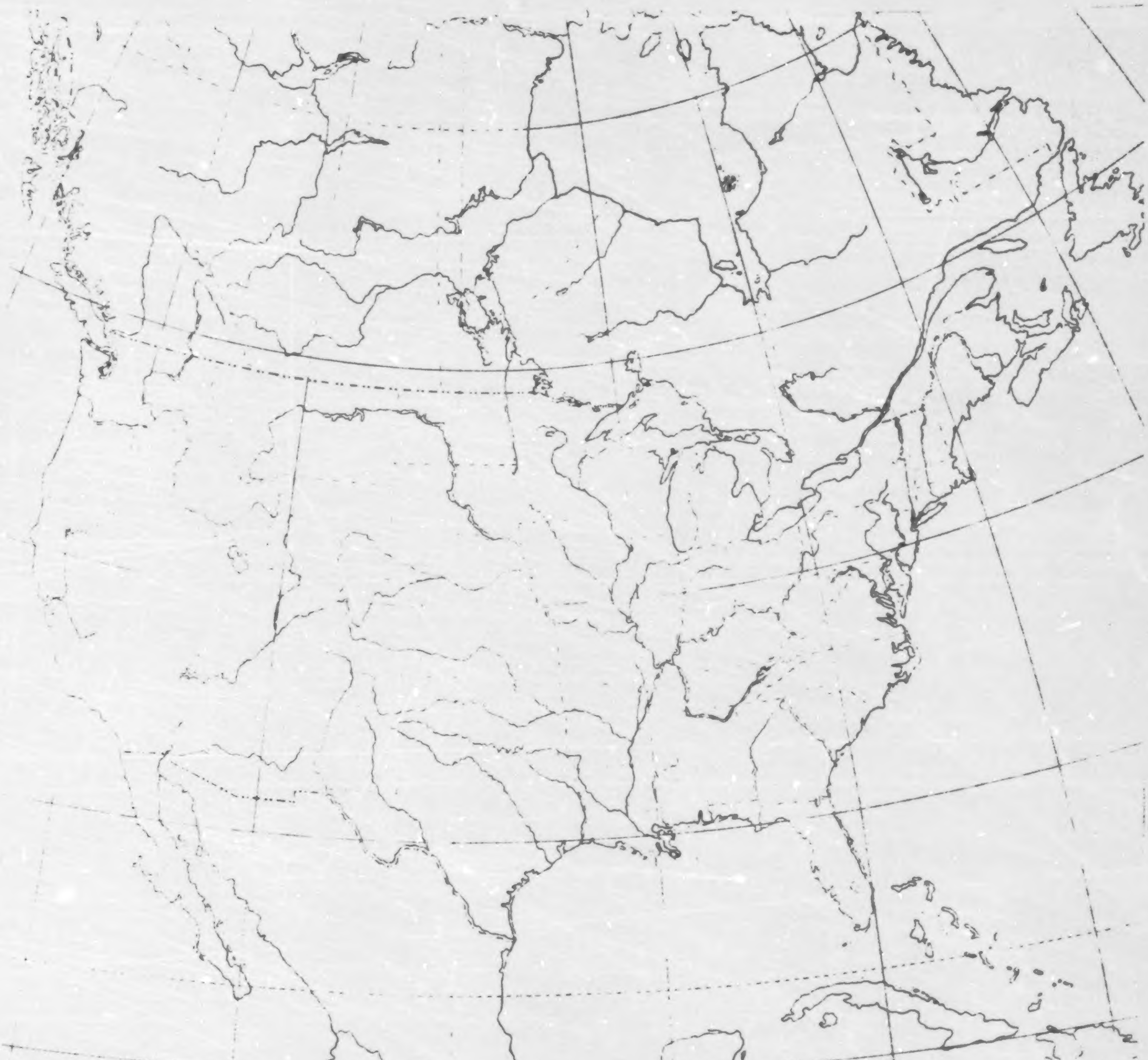
New inventions in this period were streets lighted by gas lighting, the steam boat, the cotton gin, and clipper ships.

Many tribes of Indians lived in the West. They resisted the white man's invasion of their land. The white man, with modern weapons, was able to defeat the Indians. The Indians were forced to move from their lands.

In 1821, Texas became a part of Mexico. An American named Stephen Austin led American settlers into Texas. By 1830, more Americans lived in Texas than Mexicans. Mexico tried to forbid new Americans from settling there, but the Texans refused to obey Mexican rule. In 1835, the Mexican government sent General Santa Ana to wipe out a small Texan army in the old Mission named the Alamo. The Texan army was led by Sam Houston, and many heroes such as Davey Crockett and Jim Bowie also were in the Alamo. All the men in the Alamo were killed, but Texas later won the war and became part of the United States.



1. Color in the parts of the map that show the westward expansion.



2. What happened to the Indians as settlers moved westward? ______________

____

____

____

3. Can you think of a way that westward expansion might have happened without harm to the Indians? Discuss this with your class.
4. Look in the library for the story of Sacajawea, the Indian woman who helped guide the Lewis and Clarke expedition. Make a series of pictures illustrating events in Sacajawea's life.

5. Why was the Lewis and Clark expedition important to westward expansion?

____

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____

6. Read about the Alamo in the encyclopedia or a library book. Write a "diary" of the last days of the siege, as if you were a Texan inside the Alamo.

7. Draw a picture or build a model of the Alamo.

Transportation

In the early 1800's Americans looked for better and faster ways of doing things. They continued to move west. People found the waterways cheaper transportation than traveling over land. The Missouri, Mississippi, and Ohio rivers became "highways" for moving people and goods. People looked for ways to travel faster on water. In 1825, the Erie Canal was completed. Horses and mules pulled the boats through the canal. The animals could pull heavier loads on canal boats than on wagons. For the first time goods could be shipped by water from the Great Lakes to the Atlantic Ocean without going down the Mississippi River and around the coast from New Orleans.

Robert Fulton built one of the first successful steamboats in America. The advantage of the steamboat was that it could move upstream against the flow of the river. By 1860 more than 1,000 steamboats were on American waterways.

New roads were built, too. The National Road began in Cumberland, Maryland, and ran westward to Ohio. Later, the National Road was extended farther west. The new roads, canals, and the steamboat helped to unite the nation because they made travel and trade easier and cheaper.

The construction of the Baltimore Railroad began in 1828. The railroad played an important part in expansion of America later in the century.

The 1800's also saw the invention of new tools. New England factories used new kinds of machines to produce goods at faster rates. The steel plow, the sewing machine and the telegraph were invented during this time. The McCormick Reaper made it possible for workers to harvest a field of grain in one day.

These inventions helped Americans produce more products in a shorter time. Improved transportation brought the needed raw materials to the factories and delivered the finished goods to places where people could buy them. During this time cities grew larger as people moved closer to their jobs.

1. Describe how boats got through the Erie Canal. Why was this canal so important?

2. How did the new roads, canals, and the steamboat help to unite the nation?

3. Write a paragraph about one of the inventions below. Tell who invented it, when, and why it was important. Draw a picture.
   a. telegraph
   b. reaper
   c. sewing machine
   d. steel plow

4. It is 1805. You are taking a trip down the Mississippi River to New Orleans. You are traveling on a flatboat. Write a friend a letter telling what you see and hear along the way.

Immigrants

Americans weren't the only ones moving westward. The cities along the Atlantic Coast, and especially New York City, began to fill up with immigrants. Potato farmers in Ireland and Germany lost their farms as crops failed. Many came to America.

Ireland was an English colony, with most of the land owned by Englishmen. The landowners rented out small pieces of land to the Irish, who planted potatoes. Many potatoes can be grown on very little land. When a disease wiped out the potato plants, more than a million Irish starved to death. Millions of others fled to England or America. Those that came to America usually lived in New York City. They had no money to move anywhere else. These immigrants crowded together in poor housing, which became the worst slums in the world.

The German immigrants had life a little easier. They, too, were potato farmers, but most of them also had other job skills. Like the Irish, the Germans settled in one area. Their area became known as "Little Germantown." While their homes were small, they were not like Irish slums because the Germans were able to find jobs.

The arrival of these immigrants caused problems for the cities. New York was not prepared to house so many people, as it suddenly became one of the largest cities on the east coast. Crime was a serious problem because so many people were poor. Also, the Americans lost jobs because the immigrants were willing to work for less pay. Shiploads of immigrants were met by American workers trying to force them back to Europe.

In spite of the bad feelings, arrival of the immigrants led to new growth in America. These people were willing to work in the factories, even under poor working conditions. The hours were long, the pay was low, much of the machinery was dangerous, and even very young children were put to work. However, the factories grew, and the cities became larger. America was no longer just a farming country.

1. Why did so many immigrants come to America at the same time? ______________________________

2. Why did the Irish immigrants live in slums? ______________________________

3. Why didn't the German immigrants have as hard a time? ______________________________

4. Why didn't the Americans like having the immigrants come here? ______________________________

5. How did the growth of factories change America? ______________________________

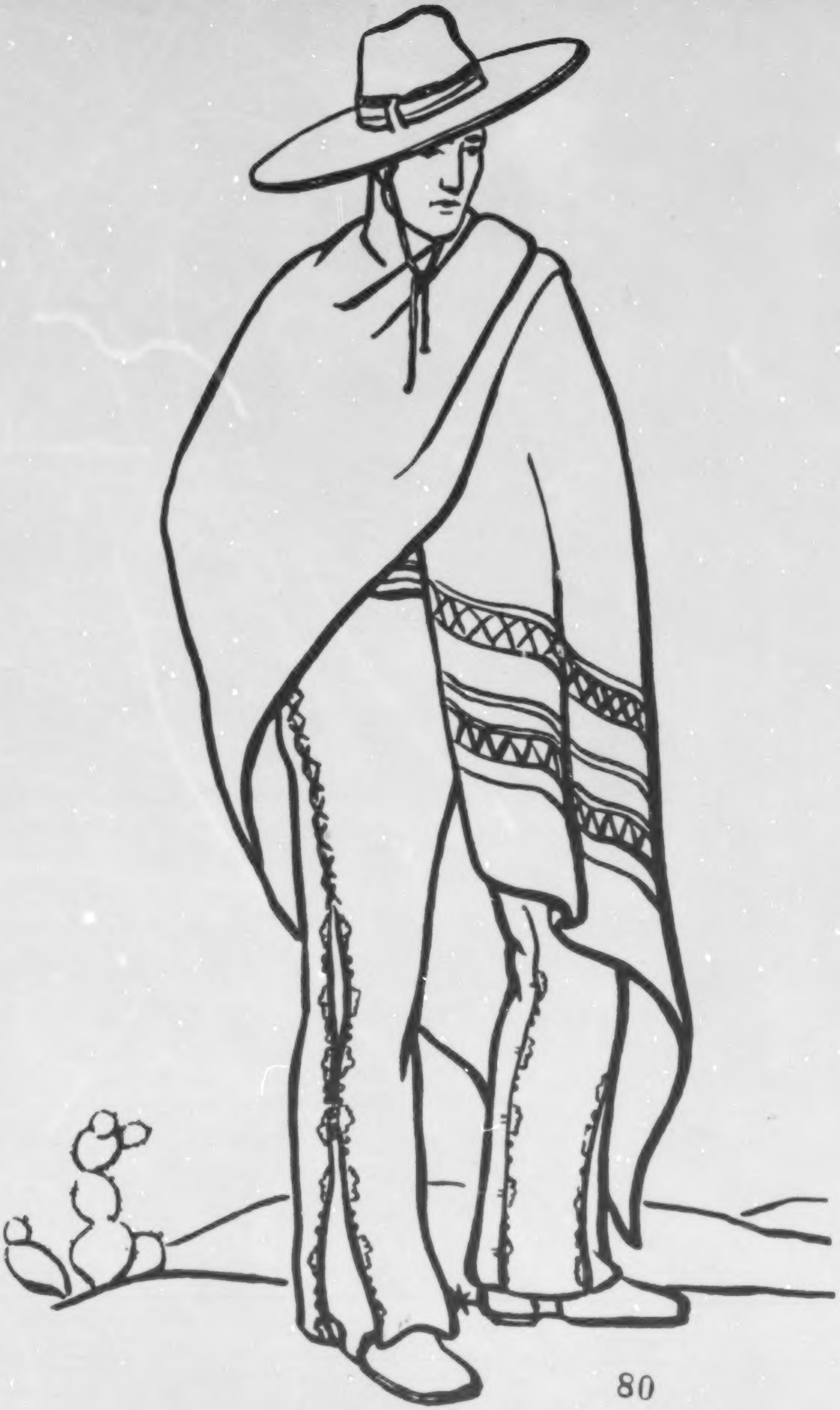
Ranchos

In the period from 1800 to 1850 California was still a country of missions and large ranchos. Most of the rancheros had come to California as soldiers. The King of Spain allowed his soldiers to remain in California if they chose. He gave them "land grants" - large parcels of land on which they built homes, grew crops, and raised cattle. Many of the rancheros grew rich through trading and selling their products.

Meat was an important reason for raising cattle, but there were other products from cattle that were equally important. Hides were used for clothing. Boots, jackets, hats and chaps were made from the hides. Chaps protected the legs of riders as they rode through chapparal, the dense growth of manzanita, scrub oak and other plants that covered much of the land. Saddles, bridles, stirrups, holsters and many other items vital to the ranchero were also made from this leather. Hides were traded on the East Coast and as far away as China. The rancheros received in return glass, cloth, silverware and other needs.

Tallow was another very important product. Tallow was formed as fat from the cattle was "rendered," or melted down. Tallow was used to make candles to light the homes of rancheros. Mixed with lye, the tallow also was used to make soap.

A typical ranchero is shown on the next page.



1. Explain briefly why cattle were important to the economy of early California. ____

   ____

   ____

2. Why do you think a Spanish soldier might choose to remain in California?

   ____

   ____

   ____

   ____

   Why do you think some soldiers might choose to return to Spain? __________

   ____

   ____

   ____

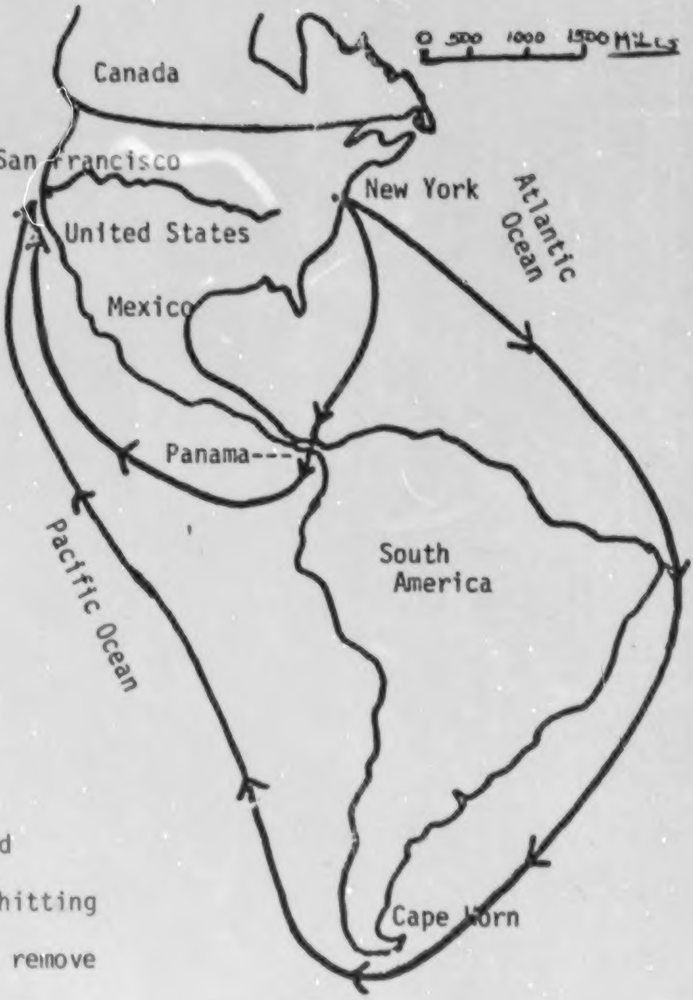
   ____

3. Find a recipe for tallow soap and/or candles. Follow this recipe as an activity.

The Gold Rush Leads To Statehood

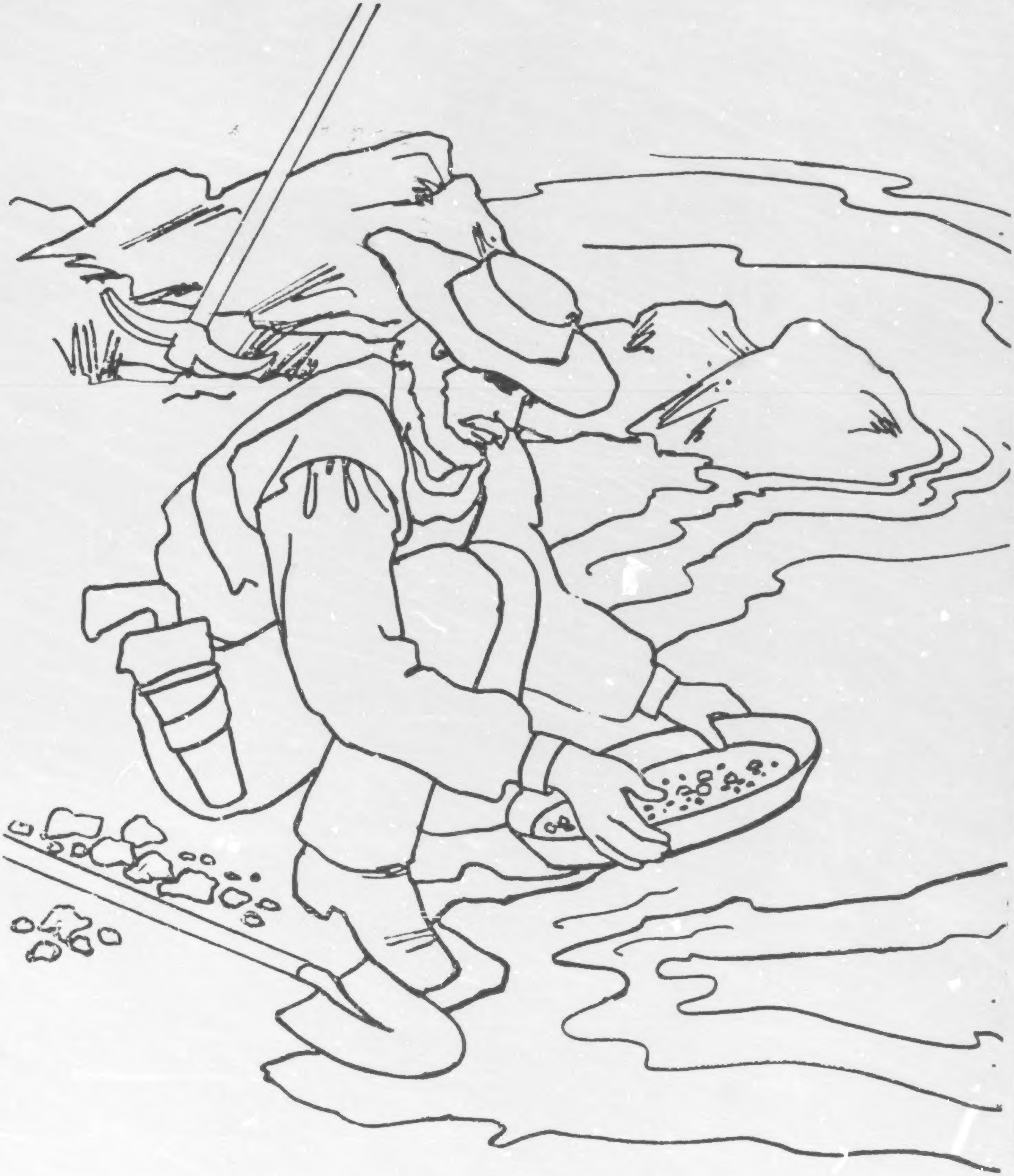
No other state developed as fast as California did in the years between 1848 and 1869. Gold was discovered in 1848. By 1869, the railroad had reached California. In twenty-one years, California changed from a far-off territory to a developed American state.

Gold was discovered by accident. In January of 1848, a German settler named John Sutter decided to build a sawmill. They found a place on the American River where the water ran swiftly. There they built a sawmill. When they put the waterwheel in place, they discovered that it did not turn properly. It was hitting the bottom of the river. They began to remove the dirt at the bottom of the river to make room for the turning wheel. As they worked they noticed a shiny nugget on the river bed. Gold!


0 500 1000 1500 Miles
Canada
San Francisco
United States
Mexico
New York
Atlantic Ocean
Panama---
Pacific Ocean
South America
Cape Horn

ROUTES TO THE GOLD FIELDS

The discovery of gold had a great effect on California's development. California was a long way from the East Coast. The Gold Rush encouraged the development of transportation. The clipper ship, for instance, was in-



DISCOVERY OF GOLD

vented so that sailing ships could go around Cape Horn more quickly to California. The Gold Rush also pushed investors to build railroads across the United States.

The Gold Rush gave people the idea that California was an exciting but sometimes dangerous place. By the time the railroad was finished, everyone knew that California was important for more than just gold. It soon became a part of the United States of America.

Where did all the people come from? Some came across the United States in covered wagons. There were 35,000 of these people called "forty-niners." What year do you think they got to California?

Another 40,000 people sailed in ships. They had a very long journey around the southern tip of South America.

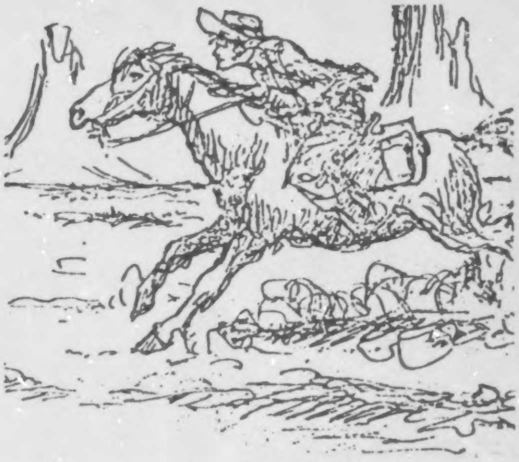
Many others came by ship as far as the country of Panama in Central America. Starting from New York, they sailed along the eastern coast of the United States and into the Caribbean Sea. They crossed the narrow land bridge, the Isthmus of Panama, by walking. It is about 50 miles across. They would then board another ship and sail to San Francisco.

Most of the people who came to California with the Gold Rush were from the East Coast. Some came from other countries, just as the Spanish and Indians had come many years before. People came from Hawaii, China, France, Germany, and England. Those who didn't make it to the gold fields started businesses, built homes, and established new towns. They chose names for streets and towns from their native language, as had the Spanish and Indians. Their foods, clothing, language, and lifestyle became part of the mixed new culture of California.

CALI
FA
FREIG

1886 First trainload of oranges is shipped east

In 1860, a faster mail service, the Pony Express, was established. It was primarily started for the people of California.



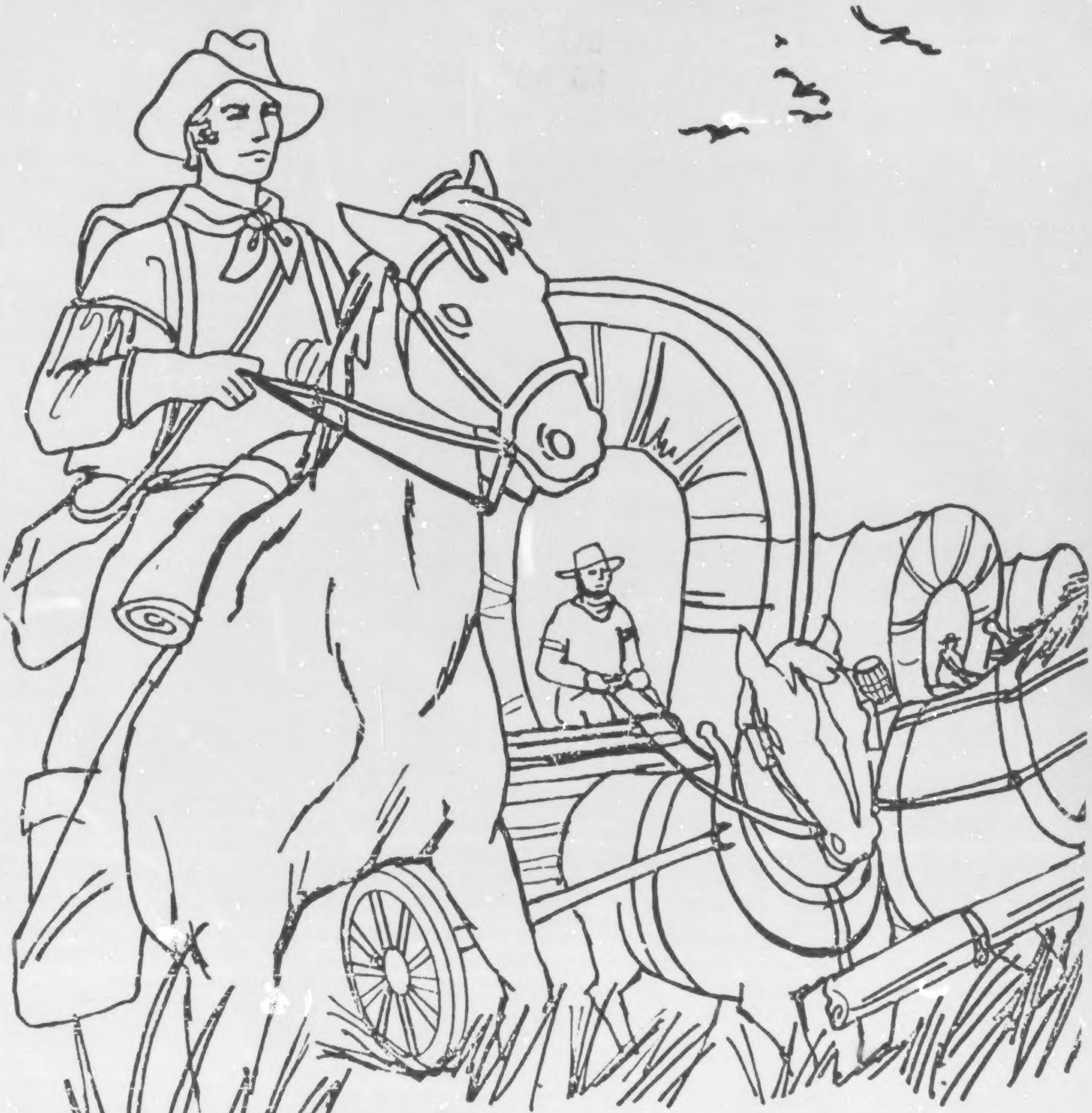
1. Look at the map on p.77 showing the three ways that people came to Calif. What problems would be the same for people traveling the three routes?

2. Choose the route you would have wanted to travel. Tell what things you would need to bring to travel safely to California.

3. If you had come to California during the Gold Rush, would you have looked for gold or started a business? Give reasons for your answer.

4. Why was the discovery of gold important? Have you ever made a discovery? What was it?

5. Why did it take bravery to come to California? Tell about something you have done that took bravery.



Wagon Trains

CHAPTER V

CIVIL WAR, RECONSTRUCTION, AND INDUSTRIAL GROWTH - 1850-1900

In the 1790's cotton mills were built in the northern part of the United States. These factories spun cotton into cloth. By 1810, there were 109 cotton mills in New England.

These mills bought cotton mainly from foreign countries, because the cotton from the South was not cleaned of all its seeds. The southern planters could not find a way to clean their cotton quickly and well. One slave, working for ten hours, could remove seeds from only about three pounds of cotton. The southern planters were almost ready to give up cotton growing, because they could not produce enough to make much money. If they had stopped growing cotton, they would not have needed many of their slaves. Probably slavery would have disappeared from the South.

Then, in 1793, a man named Eli Whitney invented a machine to remove seeds from cotton. This cotton gin (engine) could remove more seeds in one hour than a whole crew of slaves could in a day. This machine made it profitable to grow cotton. The growers could clean cotton faster, so they could sell more to factories. They began to grow more cotton, and they needed more plantations and slaves to work on them.

By 1845, seven-eighths of all the world's cotton was raised in the South. The southern people depended for their living on growing and selling cotton. They also depended on slaves to do this work, and they would not listen to anyone who argued against slavery.

For many years there had been people in the North who had argued against allowing slavery. These people were called abolitionists, because they said that slavery should be abolished. They made speeches, wrote articles in newspapers, and published books to convince Americans that slavery was wrong.

They encouraged slaves to escape from their owners, and often helped them to do so. Since many southerners depended on slavery in order to make a living, they were angry about the things the abolitionists said and did.

People in the South were angry at the North for other reasons besides slavery. The Congress had put a tax on factory products shipped from other countries to the United States. The North had many factories to make its own goods, but the South had few factories, and needed to buy products from other countries or from the North. If they bought from foreign countries, the South had to pay extra because of the tax. Southerners were angry because they believed the tax was unfair to them.

The government of the United States saw that the disagreements between the North and South might cause our country to split into two separate nations. Between 1800 and 1854, the government tried to keep peace between North and South. It was agreed that there would be an equal number of states that allowed and prohibited slavery. When, for example, a slave state wanted to join the Union, it would not be accepted unless a free state could join at the same time. Leaders in Congress hoped that compromises like these would keep the Union from breaking apart.

In 1860 there was an election for President of the United States. One of the men who was running, Abraham Lincoln, believed that slavery was wrong and should be abolished. After Lincoln won the election, seven southern states voted to leave the Union. They began a new nation, the Confederate States of America. They chose a man named Jefferson Davis as their president. They started to gather an army.

In Charleston, South Carolina, a fort occupied by northern soldiers was attacked by southern troops. This was the beginning of the Civil War.

During the next few months, four more states left the Union and joined the Confederate States. The War was fought by eleven Confederate States against twenty-one Union States.

Most people predicted that the war would be over quickly. It lasted for four years. More than 500,000 people died in the war. When it ended, much of the South had been destroyed, and Americans on both sides were bitter and exhausted.

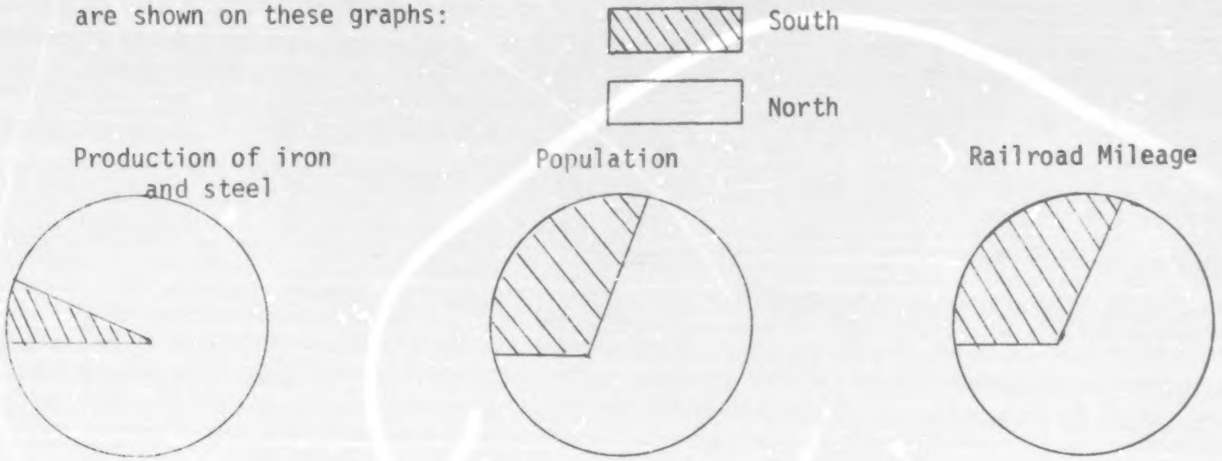
The Civil War was truly a war between Americans. Families and friends were split and sometimes fought against each other. Some soldiers from the South opposed secession (leaving the Union) and stayed in the Army in the North. Others resigned and formed the Confederate army.

The South had many of these skilled soldiers and military leaders. The North, however, had a much greater population from which to build an army. About 22 million people lived in the North. Only 9 million lived in the Confederate states, and 3½ million of these were slaves. The North had great strength because of this difference in population.

The North also had more money to pay soldiers and buy supplies. Factories in which guns and uniforms were made were in the North. The South had few factories. Transportation was also better in the North, which had almost three times as large a railroad system.

The United States Navy also gave the North great strength. Navy ships blocked the entrance to Southern harbors. Ships from Europe could not bring in supplies, and the South could not sell its cotton and other goods.

The North's advantages in manpower, manufacturing, and transportation are shown on these graphs:



Production of iron and steel	Population	Railroad Mileage
North 93%	North 71%	North 72%
South 7%	South 29%	South 28%

Make other circle graphs to show these advantages:

	North	South
Farm acreage	65%	35%
Enlisted soldiers	1½ million	1 million
	(Clue: divide your circle into 5 equal parts.)	
Factories	85%	15%

1. Find pictures that show ships as they looked during the Civil War. Make a map or diagram to show how harbors in the South could be blocked by the United States Navy.

2. Tell how ships might break through this blockade.

3. The North had more people, better transportation, more money, factories, the Navy and a bigger army. Which of these was the most important for winning the Civil War? Tell why you think so.

4. Pretend you are a soldier from the South who has decided to remain in the Northern Army. Write a letter to your mother explaining why you made your decision.

The Underground Railroad

Slaves who ran away hoped to reach freedom in the North. Often they were caught before they reached the North. Those slaves who did escape to the North usually traveled the "Underground Railroad."

The Underground Railroad had no engine and no tracks. It was the name given to the secret routes the slaves used. Along the way were "stations," homes of the white people who hid the slaves until it was safe for them to travel on. All of them risked long jail sentences for helping runaway slaves.

The best known "conductor" was Harriet Tubman. She was an escaped slave herself. After she had escaped to the North, she made nineteen trips back to the South to lead more slaves to freedom.

The Underground Railroad was an informal organization in the 1800's by which slaves escaped to the North and to Canada. It was neither a railroad nor was it underground.

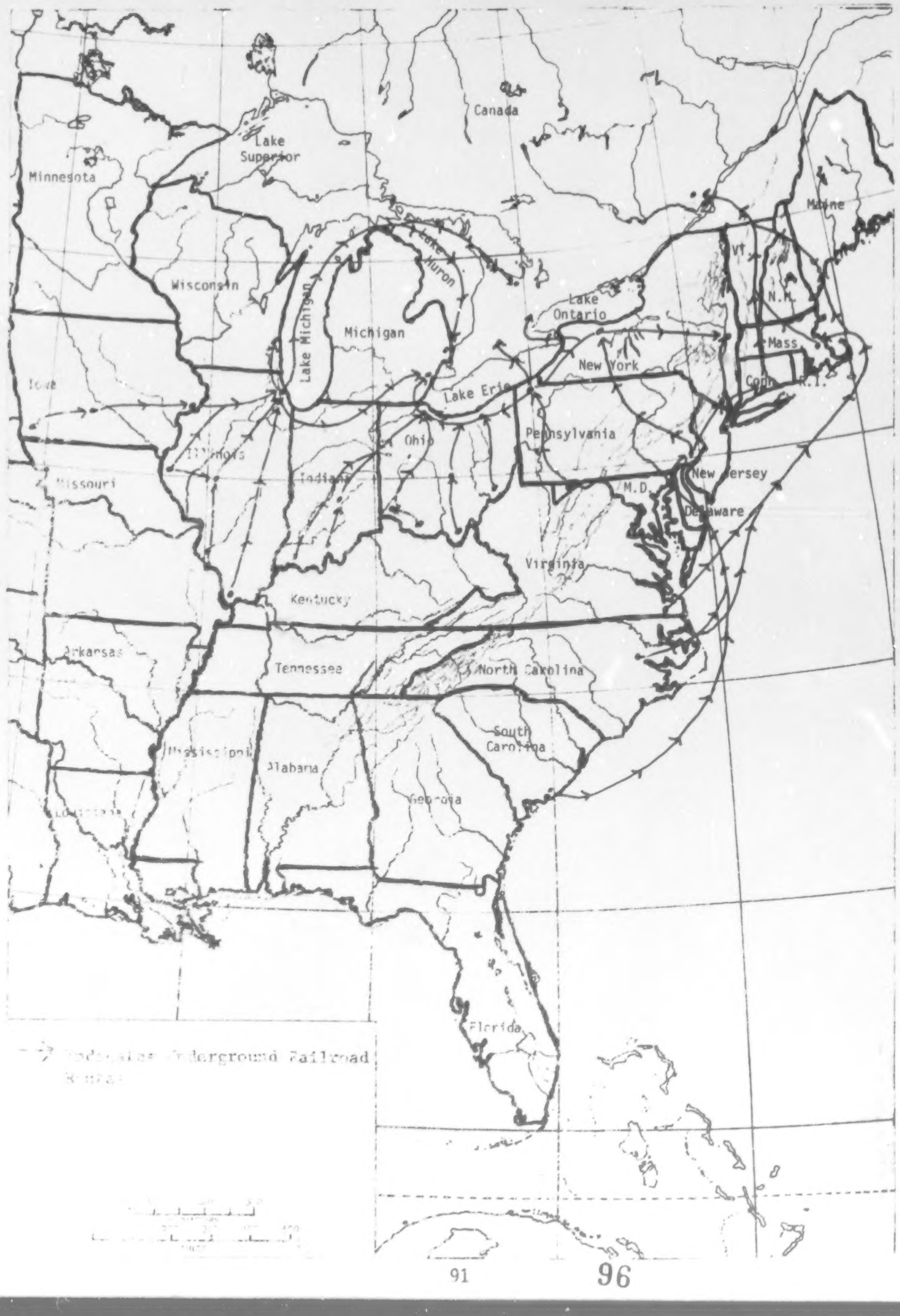
1. Why was it given this name?
2. What were "stations?"
3. How did the conductor help?

4. Why do you think the escaping slaves were willing to take the risk of being caught and punished harshly? ____________________

____

____

____


Canada
Lake Superior
Minnesota
Wisconsin
Lake Michigan
Lake Huron
Michigan
Lake Ontario
Lake Erie
Maine
VT
N.H.
Mass
Conn
R.I.
New York
Pennsylvania
New Jersey
Delaware
M.D.
Iowa
Illinois
Indiana
Ohio
Missouri
Virginia
Kentucky
Arkansas
Tennessee
North Carolina
South Carolina
Mississippi
Alabama
Georgia
Louisiana
Florida
→ Indicates Underground Railroad Routes

Short biographies of the leading figures of the Civil War can be found in an encyclopedia.

North	South
Abraham Lincoln	Robert E. Lee
Ulysses S. Grant	Jefferson Davis
William T. Sherman	Stonewall Jackson
Sarah Edmonds	Belle Boyd
John Brown	James "Jeb" Stuart
Frederick Douglass	

1. Write a report about one and present it to the class.
2. Make up your own test to give to the class after you present your report.

Reconstruction

After the Civil War ended, Lincoln wanted to bring the southern states back into the Union as quickly and as smoothly as possible. This made members of Congress angry because they thought the South should be punished for starting the Civil War. Five days after the war ended, President Lincoln was shot in the back while sitting in a theater. When Vice President Andrew Johnson became the new president, he tried to follow Lincoln's plan. Congress wouldn't let him. It quickly went ahead with its own plan.

Congress called this plan Reconstruction, which means "to build again." Actually, the plan was not meant to help the South rebuild itself as it was before the war. The old southern life was built on plantations which depended on slave labor, and slavery was no longer allowed. Under Reconstruction Congress made sure that the South did not regain any of its power. Soldiers were sent in to help set up the governments, making sure that no Confederate leader held any government job.

Blacks were given the right to vote, and soldiers made sure they were allowed to vote. Congress passed the Fourteenth Amendment, saying that blacks could not be treated differently from whites. Southern states were allowed into the Union only when they voted to accept this amendment.

White southerners resented Reconstruction. Many did not feel that blacks were ready for citizenship, or that they should hold government offices. Many were afraid that blacks would have more political power than whites. They also resented the northerners telling them what to do. Many of these northerners were even elected to southern offices.

1. What does "Reconstruction" mean?

2. How did Lincoln's death affect Reconstruction?

3. Why were northern soldiers kept on in the south?

4. Give two reasons why the south hated Reconstruction.

New Freedom

During the Civil War the Thirteenth Amendment was passed, giving slaves their freedom. Many of these former slaves moved to the cities. Soon some cities had more blacks than whites. These cities passed laws aimed at controlling blacks. For example, strict curfews were set. Blacks could be arrested for being on the streets after a certain time of night. Blacks without jobs could be arrested. These laws were called Black Codes.

Freedom wasn't easy for most blacks. They didn't know how to read or write because when they were slaves it was against the law to teach them. Most of them came from plantations, and they didn't know how to do any other work besides farming.

Life was hard for southern whites, too. Their plantations were in ruins after the war, and they didn't have slaves to help them rebuild. In the cities, northern soldiers interfered with the whites' attempts to return to their old way of life.

Many blacks remained on the plantations and became sharecroppers. The owners let them farm a piece of the land, and they could pay the rent either in money or in a share of the crops. The owners had the right to tell the sharecroppers what to plant, so they were able to keep the plantations running. When spring came the sharecroppers had to borrow money from the owners for seeds and supplies. This kept the sharecroppers in debt so they couldn't save any money to move on to a better place.

As the northern soldiers began leaving the south, the southern governments started trying to change the effects of Reconstruction. They passed laws limiting the freedoms of blacks. Since blacks could not be kept from voting because of their color, some governments passed a "poll tax," which made everyone pay to vote. Most blacks were too poor to pay, so they were kept from voting. Other areas required voters to prove they could read before they were allowed to vote. This blocked most blacks, because they had not been taught to read. Segregation laws were passed separating whites from blacks. In a short time after the northern soldiers left, blacks lost most of their new rights. It would be a long time before they had them back.

1. What are the Black Codes? Why were they passed? ______________________

2. Why did the blacks freed from plantations have such a hard time? ________

3. Why did plantation owners have a hard time after the war? ______________

4. What is sharecropping? ______________________

5. What is segregation? ______________________

Indians and their Lands

After the Civil War, more and more settlers began to push the Indians off their homelands in the West.

The miners, ranchers, and farmers paid no attention to the rights of the Native Americans. The U.S. government had made agreements (treaties) with Indian tribes, promising that the Indians would not be bothered on their lands. Again and again, the treaties were broken as new settlers forced Indian tribes from their territory.

Life for the Plains Indians was changed as the white man killed buffalo. The railroads paid people to kill the buffalo which wandered across tracks and stopped trains. Buffalo were also hunted for their skins, which were used to make leather. Millions were killed, and by 1889 there were less than five hundred buffalo left. Indians could no longer follow their old way of life.

As more and more farmers and ranchers settled the plains, they asked the U.S. Army to protect them from the Indians. Wars broke out between the Army and Indians. Many people on both sides were killed.

One by one, the Indian tribes were defeated. They were forced to leave their villages and their hunting grounds. They were herded into reservations, where they had to live according to the rules of the U.S. government. By 1890 nearly all the Indians of the West were living on reservations established by the government.

1. Was life in this time harder for Indians or freed slaves? In what ways was it the same? In what ways was it different? Discuss these questions in class.
2. Many books have been written about the Indians during this time. Look in the library for some of these books. If possible, make a play about Indian life, based on one of these books.
3. Invite a speaker of Indian heritage to talk to your class about Indian life today. What has the government done to help the Indian?

New Inventions and Industrial Growth

The period from 1850 to 1900 produced many inventions that helped make the United States a great industrial nation. The most important of these inventions were involved with electricity. In 1879, Thomas Edison invented the modern electric light bulb, but even before that time he had improved the telephone and the telegraph. Alexander Graham Bell had invented the telephone, but knowledge of electricity had helped Edison make it easier to use. Edison worked as a telegraph operator, and as he worked he tried to make it more useful. He attached a clock which made it possible to send messages automatically every hour. Edison invented the phonograph while he was working to improve the telegraph. His first recording was part of Mary Had a Little Lamb.

Edison also made the moving-picture camera. George Eastman had been working on cameras, but Edison improved on Eastman's ideas. He also connected the phonograph and the moving-picture camera to make talking pictures. Edison made more than 1,000 inventions during his lifetime.

Another major invention of this period was the internal combustion engine. It was invented in 1860, and in 1878 a German inventor, Nikolaus Otto, first used gasoline to run an internal combustion engine. Henry Ford was among the first to use this engine to run an automobile. The first gasoline powered automobile was built in 1885.

The typewriter was invented during this time, as was the elevator. Both of these inventions contributed to the growth of business and industry. Use of steam engines to power machinery became common. Factories were able to produce more goods faster, and conveyor belts were invented to move the goods more quickly through the factories.

In the West, the invention of barbed wire for fences made it possible for ranchers to raise larger herds of cattle. The barbed wire kept cattle in and intruders out, even when range land stretched for miles. The economic growth of the West was hastened by this invention.

Choose one of the inventions of this period. Write a story or draw a picture of what the world would be like if that invention had not been made. (You may want to use another piece of paper.)

Try to think of something that was not invented (like airplanes or TV) in the period before 1900. Write a story as if that invention suddenly appeared. (Imagine a jet flying over the little house on the prairie.)

Growth in California

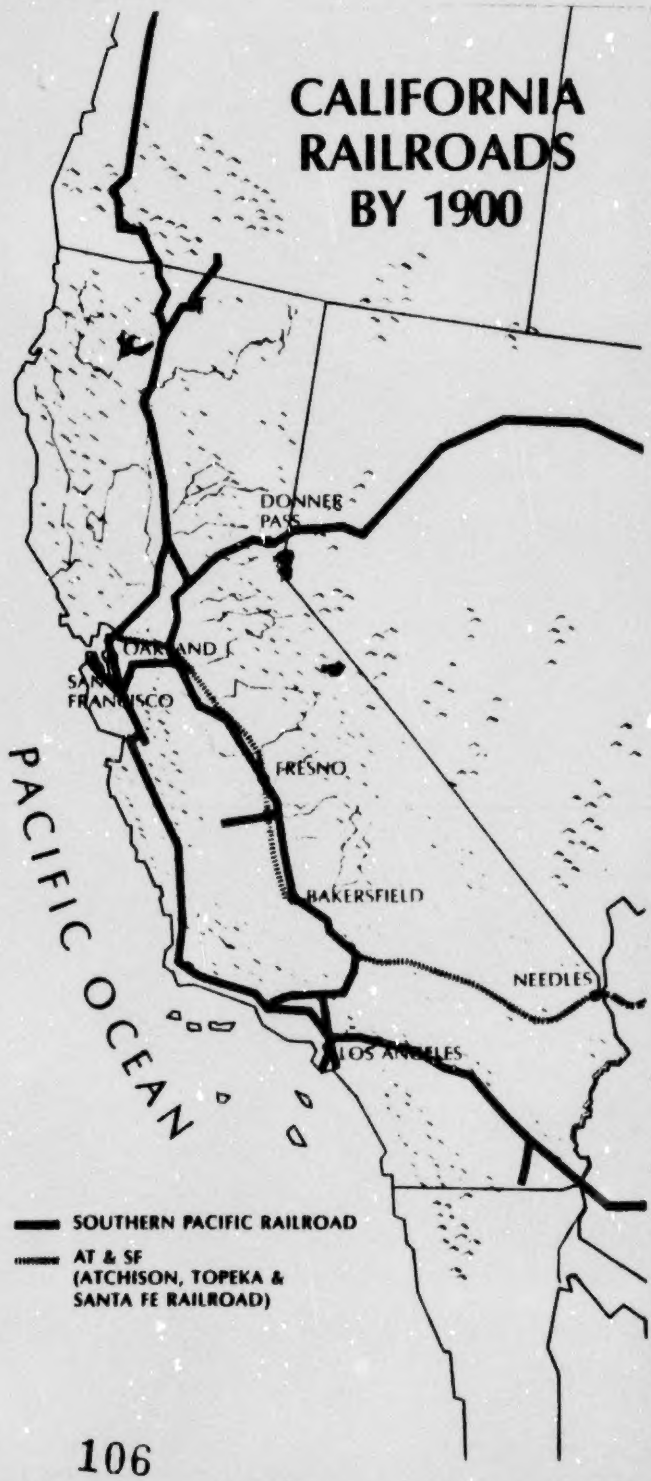
Why did people remain in California when the Gold Rush dried up? What other products contributed to the growth of California?

The first big spurt in growth began with the Gold Rush in 1849. When gold was discovered in California, adventurous men flocked here by the thousands. These men were called the forty-niners.

Most of the forty-niners were young men. There were doctors, lawyers, preachers, teachers, farmers and factory workers. They all wanted to strike it rich.

A few of the forty-niners did strike it rich, but most of them found that other jobs were more profitable than mining gold. Many of the forty-niners liked California so much that they stayed.

The Southern Pacific Railroad connected Los Angeles with San Francisco. San Francisco was already connected to the East. So Los Angeles and all of Southern California were connected to the East by way of San Francisco. In 1887, another


CALIFORNIA RAILROADS BY 1900
DONNER PASS
OAKLAND
SAN FRANCISCO
FRESNO
BAKERSFIELD
NEEDLES
LOS ANGELES
PACIFIC OCEAN
SOUTHERN PACIFIC RAILROAD
AT & SF (ATCHISON, TOPEKA & SANTA FE RAILROAD)

By 1900, California had a good railroad system.

railroad, the Santa Fe Railroad, began in Chicago and came across New Mexico and Arizona to Southern California. Now the Southland had its own direct connection to the East.

The railroads urged tourists and immigrants to come to the "Golden State," a land of plenty, with the perfect climate! California was also "sold" as a land of health. Many doctors told their patients, "Go to California and get well."

With more and more people coming to California and needing homes, a land boom developed. The Golden State became especially golden for men dealing in real estate. They bought land by the acre. They cut it up into small lots and sold the lots at a high price.

By 1900 there were almost 1,500,000 people in California.

In the early part of the twentieth century, California had another "gold rush." This time it was "black gold." Oil!

After World War I came another wave of people, attracted by plentiful jobs and good weather. Better transportation, freight car refrigeration, and advertising helped the sale of California fruits and vegetables in eastern markets. California became known as the food-producing state, and more people decided to move west.

1. Who were the forty-niners? ____

   ____

2. What type of jobs did the forty-niners have before they came to California?

   a. ____________ b. ____________ c. ____________ d. ____________

   e. ____________ f. ____________

3. What effect did the transcontinental railroad have on the number of people coming to California? Tell why. ______________________________

   ____

   ____

4. What is a "land boom?" ____

____

____

5. What is "black gold?" ____

6. What three things contributed most to the sale of California fruits and vegetables? a. ____________________ b. ____________________ c. ____________________

7. Look up the following names in the encyclopedia. Tell how they were connected with the development of the railroad in California.

Theodore A. Judah
Charles Crocker
Leland Stanford
Collis Huntington
Mark Hopkins

8. Have you ever taken a trip on the railroad? If you have, describe your experience. If you haven't, either describe what you imagine it would be like to travel by train or interview someone who has traveled by rail and relate their experience. ____

____

____

____

A Publicity War?

The century ended with the Spanish-American War, which may have been started by newspapers. The U S. battleship Maine blew up and sank in the harbor of Havana, Cuba. Some said the Spanish, who ruled Cuba, had blown it up. Others thought Cuban rebels were responsible. Two big newspapers in New York, owned by William Randolph Hearst and Joseph Pulitzer, found that reporting horror stories about the Maine helped to sell their newspapers. The two newspapers tried to outdo each other with these stories.

Such news stories stirred up feelings against Spain. Many Americans wanted Cuba free for business reasons. They pressed for war. Congress declared war in April of 1898, two months after the Maine was sunk. Many people think that the newspaper stories forced the U.S. into war.

A major hero of this war, which ended the following December, was Colonel Teddy Roosevelt, who later became President. Cuba was granted its independence, and the United States took over Puerto Rico and Guam from Spain. Later, the U.S. purchased the Philippines from Spain for $20 million.

1. Explain how a newspaper could help start a war. ______________________________

____

____

2. Do you think everything that was written in these newspaper articles was true? Tell why. ____

____

____

3. Write a "news" story about a fight between two children. Pretend one child is a good friend of yours. Would you write the story differently if the other child were your friend?

CHAPTER VI

A NEW CENTURY - 1900-1950

More people moved to the cities in the beginning of the new century, and overcrowded slums became a problem. Poorly-built tenements and run-down apartment buildings crowded against one another. Little sunlight or air got into the tiny rooms. Most had no water or toilets. Many families had to get water from the faucets outside the building. Many of these poor people were immigrants who could speak little or no English. They had come to America to seek a better life.

In the factories, people worked twelve to fourteen hours a day for low pay. Women and children were paid even less than men. Labor unions were formed to correct these problems. A union is a group of people who join together to work for things they believe they should have. The unions asked for better wages and working conditions. In 1908, the first child labor law was passed. Children were no longer allowed to work in the factories.

The wealthy people lived in beautiful, large homes. They had servants to do the housework, cook the meals, and care for the children. Fathers were heads of the house at home and heads of the office at work. The women spent their time enjoying the arts, travel, and social events. The children went to private schools and never worked in factories.

Compare your life today with the life of a child in 1900 who worked in a factory. Tell how a child would spend a day then and now. How is your home different from theirs?

Inventions

Inventions are important to progress. Whenever a new method, machine, or gadget is invented, it helps people live a little easier, better, or longer. Inventions add to man's wealth, knowledge, and comfort.

Inventors combine things they know in different ways to make new products or processes. A discovery is different from an invention. A discovery is something found in nature that was unknown to man before. A new chemical element is a discovery; a new type of engine is an invention.

The years between 1900 and 1950 were marked by many inventions. The chart below lists them:

Date	Invention	Inventor	Nationality
1903	Airplane	Wright Brothers	American
1904	Bottle making machinery	Micheal J. Owens	American
1908	Television	A.A.C. Swinton	Scottish
1909	Plastics	Leo Baekeland	American
1909	Helicopter	Igor Sikorsky	American
1910	Neon light	Georges Claude	French
1911	Air-conditioning	W.H. Carrier	American
1911	Automobile Self-Starter	C.F. Kettering	American
1922	Ethyl gasoline	T. Midgley, Jr.	American
1922-26	Sound Motion pictures	T.W. Case	American
1925	Quick frozen food	C. Birdseye	American
1931	Cyclotron	E.O. Lawrence	American
1931	Cotton picking machine	John & Mack Rust	American

Date	Invention	Inventor	Nationality
1937	Nylon	W.H. Carothers	American
1937	Jet Propulsion	Frank Whittle	English

1. Choose one invention and think about all the ways it has helped people to have better lives. Write a paragraph about this invention.

2. Choose one invention and imagine what the world would be like without it. Draw a picture to illustrate what you say about this.

3. Can you think of an invention that you would like to make your life easier? Describe what it would do.

A Shaking, Shocking Event in California

California has several deep underground cracks that are called faults. Sometimes the land on one side of a fault will move a bit, causing what is known as an earthquake. Sometimes an earthquake will be simply a hard jolt that is then over. Occasionally an earthquake will be strong enough to cause serious damage. Such an earthquake hit San Francisco in 1906.

San Francisco sits near the top of the San Andreas Fault, a major fault that runs nearly the whole length of California. Shortly after 5:00 a.m., on April 18, the land on the west side of the fault began to move south. The result was a giant earthquake, with San Francisco caught in the middle.

The damage to the city was horrible. Buildings collapsed, killing people inside and on the streets when falling bricks hit the early morning delivery men. Streets sank in some places, and rose up in great humps in other places. Electric lines fell down and water pipes broke.

Then, as if the damage weren't already bad enough, fires broke out. Stoves that were knocked over started fires. Gas pipes that had broken exploded into flames. These flames spread easily from one building to another, since San Francisco had mostly wood buildings. There was no water, because of the broken water lines. The firemen could not fight the fires.

The flames burned for three days and two nights. The only way the flames could be stopped was to use dynamite to blast away the buildings that were in the path of the fire. When enough buildings were cleared away, the fires couldn't spread.

Thousands of people were left homeless, camping in the parks and along the beaches. Help in the form of money, food, clothing, doctors, and medical supplies came from all over the United States. Although many people left San Francisco, many others stayed to begin the cleanup and the rebuilding of one of California's great cities.

1. What is a fault?
2. How are earthquakes caused?
3. Why couldn't the fires be put out?
4. How were the fires finally stopped?

California's Water Needs

Water had been a problem in California for many years. Water is needed for people, for industries and for agriculture. Many cities, factories and farms are in areas where there is not enough water. These areas must bring water from other places.

Most of the rain and snow in California falls in the mountains, especially in the Sierra Nevada. Water from this precipitation flows into rivers. People have built dams across many rivers in order to collect water for dry areas of California. The river water collects behind the dams and forms reservoirs, which look like lakes.

When water is needed, the dams release some of it into aqueducts or canals. An aqueduct is a pipe or channel. A canal is a ditch which looks like a river. Water flows through the aqueduct and canals to dry areas, where it is stored in other reservoirs until it is used.

People in the San Bernardino Valley get some water from the ground and some from local streams, but most of our water comes from northern California. Our water flows from the north through the California Aqueduct, which is about 400 miles long (644 km). Water from the north is stored in Lake Silverwood, which is a reservoir.

California has huge areas of farmland in its Central Valley and Imperial Valley. These farms depend on water brought from other places. Many large cities, including Los Angeles and San Francisco, get their water through aqueducts. Without many water systems, California would not have enough water for its factories, farms, and people.

1. What is a dam? ______________________________

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2. What is an aqueduct? ________________________

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3. What is a reservoir? _________________________

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4. Think of some ways California might be different if it did not have any water systems. ____________________

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5. Using a map of California, draw in some major dams, aqueducts, and canals.

Automobiles and Expansion

When automobiles were first invented, they could go 8 miles an hour and were thought to be extremely dangerous. A hundred years ago, California had no cars. Horses provided most transportation except for areas served by railroad lines for electric trolleys. However, the need for better transportation was great in a state as big as California. As automobiles were improved and mass-produced (making them less expensive than before) Californians were eager to buy them. By 1929 more people in California had cars than any other state.

Oil was discovered in California in the 1860's and by 1900 many wells were producing. The increasing number of automobiles in California provided a market for this oil and helped the industry to grow.

The agriculture industry in California was given a tremendous boost by the automobile. Farmers and ranchers were able to use larger and larger areas for their crops. They were no longer limited to the distances a man could ride on a horse in a day.

World War I

In 1914, Europe became involved in a major war, which we now call World War I. The United States tried to remain "neutral," which means to stay out of this war. By 1917, however, England and France were so badly in need of our help that the United States entered the war. With these extra troops, the war was won in a year and a half.

After this war, Europe faced severe economic hardship. Its factories and industries had been destroyed. The United States became an industrial power because it was able to supply goods and materials needed by European countries.

1. Why was Europe unable to supply its own needs after World War I?

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2. Why was the United States able to supply these needs? ________________

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3. What are some reasons for being neutral in a war? What are some reasons that nations cannot be neutral? Discuss these questions with your class. Is it better to be neutral, or to get into the war? Or does it depend on the particular event?

People in the United States enjoyed post-war prosperity. Americans became accustomed to automobiles, telephones, radios and new-found wealth.

For many years women had worked for equal rights and the right to vote. World War I industry needs created jobs for women and other minorities. Women demanded a greater voice in government. By 1920 Congress agreed to give them the right to vote.

A wide range of social changes resulted. Factory work demanded a change in fashions for women. Short hair and slacks or trousers for women became popular.

Blacks continued to suffer throughout these prosperous times. Many fought gallantly in the nation's services, but usually in segregated units. They were not given fair treatment even in the army. Many of their units were on the front lines and suffered heavy casualties. The end of the war did not see many gains for a black person. Blacks still were not integrated into white schools, and other opportunities were denied them.

The Japanese-American people enjoyed these prosperous times. They had for many years worked the fields and small businesses. They were a frugal people who saved and integrated well into American society. They believed that if one worked hard, learned the language and saved money, one would be accepted.

The Japanese-Americans settled in the food basket belt in Northern California. They grew produce and operated nurseries and the fishing business. Their economic survival was never threatened by the impact of World War I.

California at this time experienced prosperous growth, not only in factory work but in population. A large Mexican-American population and people of several Oriental cultures were able to assimilate into California and still retain their heritage.

A large number of Mexican people had come to the United States before 1910. They wanted to escape the dictatorship of Diaz in Mexico. Many of them joined the army, making them eligible to become United States citizens. There were many job openings and Mexicans were part of these prosperous times.

Mexicans established themselves as property owners and an important work force. They enjoyed their new found identity, but much of the country still treated them as second-class citizens. Along with blacks many public facilities were still denied them.

1. Find pictures of women's fashions before and after World War I. What caused some of these changes? ______________________________

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2. What advantage did women gain after World War I? ____________________

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3. What contributions were made by minority groups during World War I? ______

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The Depression

The period after World War I was a time of prosperity. People were glad the war was over. They bought many luxury items.

Hard times followed good times. Businesses failed, factories closed, and people were out of work. There was much suffering among people who lived on farms and in cities. Such hard times are called depressions. The worst depression in the history of the United States began in 1929.

People could not pay for the things that they had purchased. Men and women lost their jobs, and there was no money for food, clothing, and shelter. Farmers could not sell their crops because city people did not have money to buy the food they grew.

No rain had fallen for many years in the mid-west states. Crops could not grow in dry soil. Farmers packed their families and belongings and headed for California. Because of the warm climate, and because so many of them had lost their farms in the mid-west, they thought of California as the "promised land."

The government tried to help unemployed people by starting building projects. These people were hired to build roads, schools, hospitals, and post offices. Projects of this kind helped the United States return to good times.

1. What are some of the things that happened during the Depression? __________

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2. Why did people move from the mid-west to California during the Depression?

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3. What does it mean to think of a place as the "promised land?" What things about California make it seem that way? ______________________

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4. If you were a farmer during the Depression, would you give away the food you grow? Tell why or why not. ______________________

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World War II

The United States government developed social programs to help people who were out of work because of the Depression. At the same time events in Europe were moving toward World War II, which created economic conditions that ended the Depression.

In Europe, strong leaders gained power. Hitler and Mussolini, who became all-powerful dictators, promised to solve problems in Germany and Italy. These dictators did make their countries strong, but they did so with little or no concern for the rights and freedom of individuals.

The Soviet Union (Russia) and Japan also had powerful new leaders. All of these new leaders believed that their own country had the right to take over other countries. Japan invaded China, Italy attacked Ethiopia, and Germany took over several European countries without firing a shot. Finally, when Germany invaded Poland, other European countries declared war.

The United States stayed out of the war at first but sent money and materials to help its friends, the Allies. On December 7, 1941, the Japanese attacked the United States Navy base at Pearl Harbor in Hawaii, and the United States declared war on all the Axis nations - Japan, Germany, and Italy.

After the war broke out with Japan, some people wanted President Roosevelt to issue an order that all Japanese people in America be imprisoned, even if they had been born in the United States. People were afraid that these Japanese might be spies or might want to destroy factories and refineries. Roosevelt signed an order which called for setting up of military camps for internment of the Japanese.

All Japanese-Americans living in California, Oregon, Washington, and Arizona were sent to these camps. They were given very little warning, so they lost their homes and their businesses. They were kept in these "relocation centers" for up to four years. Not one Japanese-American was ever found guilty of being a spy for Japan. In fact, many of them volunteered to enlist so they could fight against Japan and prove their loyalty. One combat team made up of Japanese-Americans won more medals than any other unit in World War II.

After the war Congress realized that the United States government had not treated these citizens fairly. A law was passed allowing for payment of losses for those who were kept in the camps, but only up to $2500 for each person. This didn't cover all of the losses, so most of these people had to begin all over again after the war. Recently California passed another law which allows up to $5000 per person.

1. Why were the Japanese-Americans taken to relocation centers? ____________

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2. How did this cause hardships for them? ______________________________

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3. Was it right or wrong to do this? Why? ______________________________

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4. How has the government tried to repay these Japanese-Americans? __________

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President Roosevelt died in April, 1945. The war with Germany had ended, but the war with Japan was still going on. Our vice-president, Harry Truman, became the new president. It became Truman's responsibility to end the war with Japan.

The American military had been working on a new kind of super-bomb. Truman made the decision to use the new bomb, which was the most powerful weapon ever invented. Airplanes flew over the city of Hiroshima dropping notices that told the people what would happen unless Japan surrendered. Finally, on August 6, 1945, the first atomic bomb was dropped on Hiroshima. Nearly 80,000 people were killed and much of the city was destroyed by that single bomb. Three days later another bomb was dropped on the city of Nagasaki. After this, Japan surrendered.

The atomic bomb was devastating, yet it led the world into a new period of high technology. This technology has created even deadlier nuclear weapons. It has also developed nuclear submarines and nuclear reactors that generate electricity. While the technology was used at first for wartime purposes, it now has many peaceful purposes.

Famous Americans

United States Presidents during this time period were:

1901-1909	Theodore Roosevelt	26th President
1909-1913	William H. Taft	27th President
1913-1921	Woodrow Wilson	28th President
1921-1923	Warren G. Harding	29th President
1923-1929	Calvin Coolidge	30th President
1929-1933	Herbert C. Hoover	31st President
1933-1945	Franklin D. Roosevelt	32nd President
1945-1953	Harry S. Truman	33rd President

Look up information on these Presidents and present your findings to the class.

Other leading figures during this time were:

Wilbur & Orville Wright
Charles A. Lindberg
Albert Einstein
Will Rogers
Amelia Earhart
Norman Rockwell
Walt Disney
Frank Lloyd Wright
Booker T. Washington

Choose one of the famous persons and report to your class on the contribution he or she made.

CHAPTER VII

MODERN PROBLEMS

Energy and Environment

People in America have always needed fuel to cook their food and run their machines. For many years they burned wood, coal and oil. There are two problems with these fuels. First, they pollute our air and water. Second, they do not last forever. They will be used up.

Now, Americans are looking for other sources of power. They have built engines that use power from the sun and the wind, but these engines do not yet work efficiently. We cannot depend upon them for all our energy. People have tried using nuclear power, but nuclear power plants are not considered safe. Accidents at nuclear power plants could destroy living things for hundreds of miles around them, and could pollute our water.

1. How has our past use of energy changed our environment? ____________________

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2. Why do we need energy? What would your life be like without electricity? What were the pilgrims' and colonists' lives like? ____________________

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3. Why can we not use wood, coal and oil for much longer? Could we make these fuels last longer if we did not use as much now? Do we waste energy? Should we try to save it? How? What should be done about people who waste energy?

4. Should we build nuclear power plants and depend on nuclear power? What are the advantages of nuclear power? What are the dangers of using nuclear power?

Technology

Since the 1950's the growth of technology has brought about great changes in America. Television has become a household item. People worry about the amount of time their children spend watching television.

America became caught in a technology war with Russia. We used technology to try to beat Russia in the arms (weapons) race, seeing who could have the most and the deadliest weapons. We also began the space race after Russia embarrassed the United States by successfully putting a satellite into space. By concentrating on the development and growth of technology America was the first country to put a man on the moon. This same technology has spread into other fields.

Now computers are found everywhere, even in the home. When computers were first invented people were afraid of them because they didn't trust them. Now nearly everyone uses computers from small, hand-held calculators to the video games machines.

Technology has changed the medical field, saving lives which formerly were lost. Lasers are now used routinely in delicate surgery such as on the brain or eye. Doctors are even performing surgery on unborn babies, who without the new technology would have been born either mentally or physically handicapped.

The growth of technology has changed the way we work for a living. When computers began their rapid growth in industries and major businesses, many people lost their jobs. They were replaced by computers. Yet many others had new jobs, making and working with these computers. Now robots are moving into factories, doing jobs that workers used to do. How will this affect jobs? Think of other times in our history when technology has affected workers.

Exploration

On the moon Neil Armstrong and Edwin Aldrin explored areas that no other persons from earth had ever seen. In what ways were these astronauts like the early explorers to the New World? How were their problems alike? How were they different? Do you think the astronauts faced more or fewer difficulties than explorers like Columbus? Might the astronauts have felt the same kinds of fears as early explorers? In what ways were gains made by the astronauts much like the gains made by early explorers? In what ways were they different?

Imagine that you are Neil Armstrong. You have just learned that you will be in charge of the first flight to land on the moon.

1. How would you feel about being the first person on the moon? Would you feel afraid? Why or why not?

2. What dangers might you find on the moon? What might you hope to gain from the trip?

3. What would you say to people who felt that traveling to the moon served no purpose?

4. What other "frontiers" may be explored in the future?

Civil Rights

Martin Luther King said, "Our powerful weapons are the voices, the feet, and the bodies of dedicated, united people moving without rest toward a just goal."

Although we have made progress in civil rights through awareness of and respect for the needs of all ethnic groups, problems still exist. Many people feel that native Americans (Indians) are not treated fairly, being forced to give up their homes, language, and customs. New groups of immigrants, such as southeast Asians, have brought new problems. Many people from Central America wish to come to the United States to escape civil war or revolution in their countries.

Will the people of the United States treat these new minority groups any better than they treated Irish and Chinese immigrants in the 19th century? Will opportunities for these newcomers be any better than they were for freed Negro slaves?

Women are not considered a minority group, but throughout history they have been denied many rights that men take for granted. The world has made progress in changing this picture. Women may now vote, hold government offices, and work in jobs traditionally held by males. Inequities still exist, however. Recently the President appointed a woman, Sandra Day O'Connor to the Supreme Court, but she is the only woman on a Court of nine persons. The Presidency of the United States has never been held by a woman, nor has the Vice-Presidency. Only a few women have been governors of states or members of the U.S. Senate. In addition, many jobs are still not fully open to women. Executive jobs such as bank president or manager of a business are almost all held by men. More and more women are becoming police officers and fire fighters, but very few are police chiefs, sheriffs, or fire chiefs. As a result, women who must work to support families receive less pay than men who work.

Conditions for women are improved, but still far from equal. This is a problem of civil rights, as are the problems faced by ethnic minorities. Have we made any real progress in solving these social problems? Will our social progress ever equal our technological progress?

Answers to these questions are not easy. Problems of this kind are not easy to solve, because they involve deeply-held beliefs. Important ideas can come from discussions like those in your classrooms. Someone who is a student today may in the future contribute great ideas for solving social problems.

APPENDIX

THE CONSTITUTION

The men who organized the government of the United States wrote a document, The Constitution, which outlines the structure of our government. The preamble, below, is a statement of the goals they set in writing The Constitution.

Preamble

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

The Bill of Rights

The Constitution provides the guidelines under which our government operates. It is made up of a preamble, which sets its goals, seven articles and many amendments. The articles explain exactly how the United States is governed and who may hold office. It tells how laws are made and how taxes are imposed. These articles include only two rights of citizens - trial by jury and habeas corpus (protection against illegal imprisonment or restraint).

When the Constitution was submitted to the states for ratification, people in the states made it clear that they wanted their rights included. The first ten amendments were added, listing the rights of the citizens of the United States. These ten amendments are called The Bill of Rights.

AMENDMENT 1 RELIGIOUS AND POLITICAL FREEDOM

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

AMENDMENT 2 RIGHT TO BEAR ARMS

A well regulated militia being necessary to the security of a free state, the right of the people to keep and bear arms shall not be infringed.

AMENDMENT 3 QUARTERING OF SOLDIERS

No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

AMENDMENT 4 SEARCH AND SEIZURE

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

AMENDMENT 5 LIFE, LIBERTY, AND PROPERTY

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

AMENDMENT 6 RIGHTS OF THE ACCUSED

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, where district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

AMENDMENT 7 RIGHT TO JURY TRIAL

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined by any court of the United States than according to the rules of the common law.

AMENDMENT 8 BAIL AND PUNISHMENT

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

AMENDMENT 9 ALL OTHER RIGHTS

The enumeration in the Constitution of certain rights, shall not be construed to deny or disparage others retained by the people.

AMENDMENT 10 RIGHTS OF STATES AND THE PEOPLE

The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

Presidents and Vice-Presidents
of the United States

President	Term	Vice-President
George Washington	1789-1797	John Adams
John Adams	1797-1801	Thomas Jefferson
Thomas Jefferson	1801-1805 1805-1809	Aaron Burr George Clinton
James Madison	1809-1813 1813-1817	George Clinton Elbridge Gerry
James Monroe	1817-1825	Daniel D. Tompkins
John Quincy Adams	1825-1829	John C. Calhoun
Andrew Jackson	1829-1833 1833-1837	John C. Calhoun Martin Van Buren
Martin Van Buren	1837-1841	Richard M. Johnson
William H. Harrison	1841	John Tyler
John Tyler	1841-1845	
James K. Polk	1845-1849	George M. Dallas
Zachary Taylor	1849-1850	Millard Fillmore
Millard Fillmore	1850-1853	
Franklin Pierce	1853-1857	William R. King
James Buchanan	1857-1861	John G. Breckinridge
Abraham Lincoln	1861-1865 1865	Hannibal Hamlin Andrew Johnson
Andrew Johnson	1865-1869	
Ulysses S. Grant	1869-1873 1873-1877	Schuyler Colfax Henry Wilson
Rutherford B. Hayes	1877-1881	William A. Wheeler
James A. Garfield	1881	Chester A. Arthur
Chester A. Arthur	1881-1885	
Grover Cleveland	1885-1889	Thomas A. Hendricks

President	Term	Vice-President
Benjamin Harrison	1889-1893	Levi P. Morton
Grover Cleveland	1893-1897	Adlai E. Stevenson
William McKinley	1897-1901	Garret A. Hobart
	1901	Theodore Roosevelt
Theodore Roosevelt	1901-1905	
	1905-1909	Charles W. Fairbanks
William H. Taft	1909-1913	James S. Sherman
Woodrow Wilson	1913-1921	Thomas R. Marshall
Warren G. Harding	1921-1923	Calvin Coolidge
Calvin Coolidge	1923-1925	
	1925-1929	Charles G. Dawes
Herbert C. Hoover	1929-1933	Charles Curtis
Franklin D. Roosevelt	1933-1937	John N. Garner
	1937-1941	John N. Garner
	1941-1945	Henry A. Wallace
	1945	Harry S. Truman
Harry S. Truman	1945-1949	
	1949-1953	Alben W. Barkley
Dwight D. Eisenhower	1953-1957	Richard M. Nixon
	1957-1961	Richard M. Nixon
John F. Kennedy	1961-1963	Lyndon B. Johnson
Lyndon B. Johnson	1963-1965	
	1965-1969	Hubert H. Humphrey
Richard M. Nixon	1969-1972	Spiro T. Agnew
	1972-1974	Agnew; Gerald R. Ford
Gerald R. Ford	1975-1977	Nelson R. Rockefeller
Jimmy Carter	1977-1981	Walter F. Mondale
Ronald Reagan	1981-	George H. Bush

States of the Union

State	Year of Admission	Capital
Alabama (AL)	1819	Montgomery
Alaska (AK)	1959	Juneau
Arizona (AZ)	1912	Phoenix
Arkansas (AR)	1836	Little Rock
California (CA)	1850	Sacramento
Colorado (CO)	1876	Denver
Connecticut (CT)	1788	Hartford
Delaware (DE)	1787	Dover
District of Columbia (DC)	N/A	N/A
Florida (FL)	1845	Tallahassee
Georgia (GA)	1788	Atlanta
Hawaii (HI)	1959	Honolulu
Idaho (ID)	1890	Boise
Illinois (IL)	1818	Springfield
Indiana (IN)	1816	Indianapolis
Iowa (IA)	1846	Des Moines
Kansas (KS)	1861	Topeka
Kentucky (KY)	1792	Frankfort
Louisiana (LA)	1812	Baton Rouge
Maine (ME)	1820	Augusta
Maryland (MD)	1788	Annapolis
Massachusetts (MA)	1788	Boston
Michigan (MI)	1837	Lansing
Minnesota (MN)	1858	St. Paul
Mississippi (MS)	1817	Jackson
Missouri (MO)	1821	Jefferson City

State	Year of Admission	Capital
Montana (MT)	1889	Helena
Nebraska (NE)	1867	Lincoln
Nevada (NV)	1864	Carson City
New Hampshire (NH)	1788	Concord
New Jersey (NJ)	1787	Trenton
New Mexico (NM)	1912	Santa Fe
New York (NY)	1788	Albany
North Carolina (NC)	1789	Raleigh
North Dakota (ND)	1889	Bismarck
Ohio (OH)	1803	Columbus
Oklahoma (OK)	1907	Oklahoma City
Oregon (OR)	1859	Salem
Pennsylvania (PA)	1787	Harrisburg
Rhode Island (RI)	1790	Providence
South Carolina (SC)	1788	Columbia
South Dakota (SD)	1889	Pierre
Tennessee (TN)	1796	Nashville
Texas (TX)	1845	Austin
Utah (UT)	1896	Salt Lake City
Vermont (VT)	1791	Montpelier
Virginia (VA)	1788	Richmond
Washington (WA)	1889	Olympia
West Virginia (WV)	1863	Charleston
Wisconsin (WI)	1848	Madison
Wyoming (WY)	1890	Cheyenne

Spanish Governors	1.	Gaspar de Portolá	1769-1770
	2.	Felipe de Barri	1770-1775
	3.	Felipe de Neve	1775-1782
	4.	Pedro Fages	1782-1791
	5.	José Romeu	1791-1792
	6.	José Arrillaga	1792-1794
	7.	Diego de Borica	1794-1800
	8.	José Arrillaga	1800-1814
	9.	José Arguello	1814-1815
	10.	Pablo de Solá	1815-1822
Mexican Governors	1.	Luis Arguello	1822-1825
	2.	José Maria Echeandia	1825-1831
	3.	Manuel Victoria	1831-1832
	4.	Pío Pico	1832-1833
	5.	José Figueroa	1833-1835
	6.	José Castro	1835-1836
	7.	Nicolás Gutiérrez	1836 (January to May)
	8.	Mariano Chico	1836 (few months)
	9.	Nicolás Gutiérrez	1836 (few months)
	10.	Juan B. Alvarado	1836-1842
	11.	Manuel Micheltorena	1842-1845
	12.	Pío Pico	1846 (February 22 to August 10)
American Governors Under Military Rule	1.	John D. Sloat	July 7, 1846
	2.	Robert F. Stockton	July 29, 1846
	3.	John C. Frémont	January 19, 1847
	4.	Stephen W. Kearny	March 1, 1847
	5.	Richard B. Mason	May 31, 1847
	6.	Persifor F. Smith	February 28, 1849
	7.	Bennet Riley	April 12, 1849
Governors of the State of California	1.	Peter H. Burnett	1849-1851
	2.	John McDougal	1851-1852
	3.	John Bigler	1852-1856
	4.	John Neely Johnson	1856-1858
	5.	John B. Weller	1858-1860
	6.	Milton S. Latham	1860
	7.	John G. Downey	1860-1862
	8.	Leland Stanford	1862-1863
	9.	Frederick F. Low	1863-1867
	10.	Henry H. Haight	1867-1871
	11.	Newton Booth	1871-1875
	12.	Romualdo Pacheco	1875
	13.	William Irwin	1875-1880
	14.	George C. Perkins	1880-1883
	15.	George Stoneman	1883-1887
	16.	Washington Bartlett	1887
	17.	Robert W. Waterman	1887-1891
	18.	Henry H. Markham	1891-1895
	19.	James H. Budd	1895-1899
	20.	Henry T. Gage	1899-1903
	21.	George C. Pardee	1903-1907
	22.	James N. Gillett	1907-1911
	23.	Hiram W. Johnson	1911-1917
	24.	William D. Stephens	1917-1923
	25.	Friend W. Richardson	1923-1927
	26.	Clement C. Young	1927-1931
	27.	James Rolph, Jr.	1931-1934
	28.	Frank F. Merriam	1934-1939
	29.	Culbert L. Olson	1939-1943
	30.	Earl Warren	1943-1953
	31.	Goodwin J. Knight	1953-1959
	32.	Edmund G. Brown	1959-1967
	33.	Ronald Reagan	1967-1975
	34.	Edmund G. Brown, Jr.	1975-1982
	35.	George Deukmejian	1982-

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